

**DRAFT PROPOSALS OF STATE GOVERNMENTS  
FOR  
THE NEW FOURTH FIVE YEAR PLAN  
IN  
GENERAL EDUCATION**

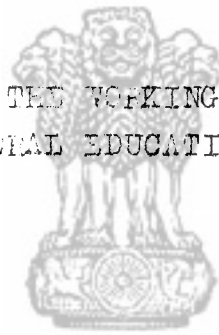
**REPORT OF THE WORKING GROUP  
ON  
GENERAL EDUCATION**



**MINISTRY OF EDUCATION  
GOVERNMENT OF INDIA  
NEW DELHI**

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DRAFT PROPOSALS OF STATE GOVERNMENTS  
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0.01 The discussions with the State Governments on their Fourth Five Year Plans in General Education began on 14th October 1968 and ended on 25th November 1968. The gist of these discussions which raises certain policy issues on which early decisions have to be taken has been detailed in this Report.

I INTRODUCTORY

1.01 Total Plan size: The States were given to understand that the total size of their new Fourth Five-Year Plans (1969-74) would not ordinarily exceed that of the old Fourth Five-Year Plans (1966-71). They were also informed that the total Central aid was likely to continue at the level of the old Fourth Five-Year Plan, that it will be distributed to the State Governments on the basis of some agreed concrete principles and that they will have to raise additional resources, if they wanted a larger plan. However, almost all the States have come up with larger State plans. But instead of raising additional resources for the purpose, they have actually indicated smaller State resources and postulated considerable increase in Central aid. The size of their plans is therefore unrealistically large and will have to be scaled down.

1.02 The details of their proposals are given in Table No. I. It will be seen from this Table that -

- (1) the overall plan size is reduced in Bihar by Rs. 51 crores and remains stationary in Rajasthan; while
- (2) in all the other States it increases by

Rs. 1592 crores; and

(3) that the largest increases take place in Uttar Pradesh (Rs. 424 crores) and Kerala (Rs. 174 crores).

1.03 The total of all State Plans, as they are now proposed, comes to Rs. 8,619 crores or Rs. 1,541 crores more than in 1966-71. Quite obviously, such large increases cannot be sustained unless the States agree to raise additional resources of an order which appears to be next to impossible at present. In all probability, the total of all State Plans will have to be limited to about Rs. 6,500 crores as suggested by the Planning Commission. This implies a reduction of about 25 per cent on the whole. But obviously, the cut will vary from State to State. In some, the reduction may be of about 10 per cent only while in others, it may have to be 50 to 60 per cent.

1.04 Allocations to Education (including Technical Education and Cultural Programmes) : Although the State Governments have, on the whole, increased the total size of their Plans, they have not increased the allocations to education in proportion. The details of the allocations to all education, including technical education and cultural programmes, are given in Table No. II. It will be seen therefrom that -

(1) Some increases have taken place in Andhra Pradesh where the total outlay has increased from Rs. 37.56 crores in 1966-71 to Rs. 49.99 crores in 1969-74 and its percentage to total Plan outlay from 7.2 per cent to 7.7 per cent. In Uttar Pradesh also, the outlay on education has increased in absolute terms - from Rs. 75.76 crores in 1966-71 to Rs. 119.86 crores in 1969-74 - and its proportion to total Plan outlay from 8.2 per cent to 8.9 per cent.

(2) In Assam, the outlay on education has increased from Rs. 26.51 crores to Rs. 42.75 crores, but its proportion to total outlay has declined from 14.0 per cent to 9.8 per cent.



Similarly, in Gujarat, Haryana, Jammu and Kashmir, Kerala and Nagaland, the total outlays have increased while their percentage to total has declined.

(3) In all other States, both the total outlay on education as well as its proportion to total Plan outlay have declined.

1.05 Taking all the States together, the total allocations to education show an increase of only Rs.25 crores (from Rs.663 crores in 1966-71 to Rs.688 crores in 1969-74) as against an increase of Rs.1,541 crores in the total size of the State Plans. Consequently, the allocation to education now forms only 8.0 per cent of the total State Plan outlay as against 9.4 per cent in the old Fourth Five-Year Plan. It is, therefore, evident that the priority given to education in the new Fourth Five-Year Plan has declined.

1.06 The Central Planning Group had requested the State Governments (including Union Territories) to provide Rs.892 crores for education in their Plans. But this request is far from realized and the actual allocations made by State Governments - Rs.688 crores - fall short of the expectation by about Rs.160 crores. The union territories have generally proposed adequate allocations or even 'liberal' allocations that border on the impractical.

1.07 One more point must be noted. When the overall size of the State Plans is reduced from Rs.8,619 crores to about Rs.6,500 crores (or even less), the cut will fall even more heavily on education and the total allocations to it are likely to be reduced to Rs.450-500 crores.

1.08 Allocations to General Education (including Cultural Programmes): The allocations to general education

have suffered the same fate as those to education as a whole. The details of these are given in Table III. It will be seen therefrom that -

(1) The total outlay on general education (including cultural programmes) in the new Fourth Five-Year Plan is Rs.599 crores as against Rs.573 crores in the old Fourth Five-Year Plan - an increase of Rs.26 crores only;

(2) The allocations to general education as well as its proportion to the total State Plan outlay has increased in Andhra Pradesh - from Rs.33.31 crores or 6.4 per cent to Rs.44.90 crores, or 6.9 per cent - and in Uttar Pradesh - from Rs.58.50 crores or 6.3 per cent to Rs.99.86 crores or 7.4 per cent;

(3) In the States of Assam, Gujarat, Haryana, Jammu and Kashmir, Kerala and Nagaland, the outlay on general education has increased in absolute terms, but its proportion to the total State Plan outlay has declined; and

(4) In all the other States, the total outlay on general education in absolute terms as well as its proportion to the total State Plan outlay has declined.

1.09 The States which have been affected worst and where education will suffer most are Bihar, Madhya Pradesh, Mysore, Orissa and Rajasthan. In Uttar Pradesh, the present Plan appears to save the situation. But when it is realistically revised, it is feared that education in Uttar Pradesh also will be very adversely affected. Of these, Mysore is educationally advanced and the consequences will not be so adverse. But in the case of the

remaining States, the consequences will be simply disastrous and the gap between them and the other advanced States will tend to widen.

1.10 Allocations to General Education (including Cultural Programmes) recommended by the Working Group: The Working Group would have liked to raise the allocations to General Education (including cultural programmes) to the level which had been indicated by the Central Planning Group (Rs.785.86 crores). But it found that this was not possible because of the differences of approach between the Central Planning Group and the State Governments.

(1) In Social education, the State Governments were not prepared to accord a high priority to programme of adult literacy with the result that the allocations to this sector fell from Rs.22.80 crores to Rs.7.42 crores. This programme therefore had to be set aside as a minor activity to be kept up on a small scale wherever the conditions were favourable.

(2) More unfortunate is the case of teacher education. Here too, the State Governments did not emphasize the urgency of the programme with the result that the allocations actually made to this sector came only to Rs. 19.39 crores as against Rs.102.35 crores proposed by the Central Planning Group. While there is undoubtedly an element of over-estimation in the proposals of the Central Planning Group, the States obviously go to the other extreme of error. The Working Group felt that a national study of teacher-education requirements is overdue and should be carried out immediately to correct our perspectives.

(3) The sector of university education showed differences of another type. The Central Planning Group proceeded on the assumption that there would be some restraint shown in the expansion of facilities for higher education, especially in arts and commerce, and in the establishment of new universities. It therefore proposed an allocation of Rs. 82.50 crores for university education whereas the State Governments actually allocated Rs. 106.82 crores for the programmes and it was very difficult to persuade them to reduce these allocations. The Working Group felt that further discussions between the Centre and the States on educational programmes and priorities were necessary, not so much in the general national context, but in the context of each individual State. These will serve a very useful purpose.

1.11 The Working Group therefore adopted the following restricted policy in making recommendations to State Governments in respect of allocations to different sectors in the Fourth Five Year Plan :-

(1) The Working Group did not hesitate to recommend additional allocations to programmes of expansion and improvement of primary education as this had been accorded the highest priority;

(2) The Working Group also emphasised programmes of qualitative improvement, especially those which emphasised human effort rather than monetary investment;

(3) In particular, the Working Group laid special emphasis on programmes of consolidation and improvement of secondary and higher education, the development of science

education, a complete

of Education and reorganisation and strengthening of State Education Departments.

1.12 On the basis of this restricted policy, the Working Group has actually recommended a total allocation of Rs.642 crores to programmes of general education, including cultural programmes. In the opinion of the Working Group, this is the minimum allocation required for educational development in the new Fourth Five Year Plan and steps will have to be taken to protect this level even when the overall size of the State Plans will be reduced to about 6,500 crores. It may be noted that, even if this allocation is protected, general education, including cultural programmes, will get only 10 per cent of the total State Plan outlay. This is not excessive, especially because an allocation of this size was made available to education in the first three Five Year Plans. The Working Group therefore strongly pleads that the total outlay to General Education, including cultural programmes, in the Fourth Five Year Plans of the State Governments should be fixed at 642 crores at least.

## II ELEMENTARY EDUCATION

2.01 Proposals of the Central Planning Group: The Central Planning Group accorded the highest priority to the programmes of expansion and improvement of primary education and made the following proposals:-

(1) By the end of the fourth Plan, facilities for primary education should be spread all over the country so that no child may have to walk more than one mile to attend the nearest primary school. As for the middle stage, steps should be taken to expand facilities in such a manner that a middle school would be within a walking distance of three miles from the home of every child.

(2) In classes I-V the total enrolment is expected to be 568 lakhs or 79.2 per cent of the age-group 6-11 in 1968-69. An additional enrolment of 180 lakhs children should be attempted during the Plan period raising the enrolment in classes I-V to 92.2 per cent of the age-group. In classes VI-VIII, the total enrolment was expected to be 130 lakhs or 34.7 per cent of the age-group in 1968-69. It was therefore suggested that an attempt should be made to enrol 60 lakhs of additional children in these classes on a full-time basis and 10 lakhs additional pupils on a part-time basis so that the total enrolment in classes VI-VIII would rise to 45.9 per cent at the end of the Plan period.

(3) Special attention should be given to the enrolment of girls and to the enrolment of children from the Scheduled Castes, Scheduled Tribes and other weaker sections of the community.

(4) Programmes of school improvement should be emphasised, especially the following :-

- (a) Strengthening the State Institutes of Education;
- (b) Establishment of an autonomous organization for production of improved textbooks and other teaching and learning materials;
- (c) Improvement of science education;
- (d) Improving facilities in primary schools with the help of the local community;
- (e) Improvement of supervision by strengthening the Inspectorate and providing in-service education to it through the State Institute of Education; and
- (f) Improvement and expansion of training programmes for primary teachers.

The Central Planning Group estimated that a total outlay of Rs.330 crores would be needed for programmes of elementary education and that, in addition, an intensive effort will be needed to harness community effort for improvement of facilities in primary schools. Wherever the financial situation was very difficult, the Group recommended that the double-shift system should be adopted in classes I and II. This will economise on expenditure and facilitate expansion of primary education in spite of financial difficulties.

2.02 The Working Group found that, on the whole, the proposals made by the State Governments did not accord adequate priority to programmes of primary education.

In several instances, the programmes of providing universal facilities for primary education were not only emphasised. The enrolments were often on the low side; and adequate financial provisions were not often made for the appointment of the requisite number of teachers. The Working Group, therefore, tried its best to correct these imbalances and to propose higher targets and larger allocations to primary education.

2.03 The details of the proposals made by the State Governments in the field of elementary education have been discussed in the paragraphs that follow.

2.04 Pre-Primary Education : On financial grounds, the Central Planning Group did not find it possible to accord.

priority to programmes of pre-primary education. It, therefore, proposed a token provision of Rs. 1 crore for the Plan period and for the country as a whole.

2.05. The proposals received from the State Governments showed a total allocation of Rs. 92 lakhs to pre-primary education. In several States, no provision for the programme had been made while several others had recommended only a token provision. It was only in a few States, such as Gujarat, Mysore or Uttar Pradesh that somewhat larger allocations had been proposed. The Working Group generally supported the proposals for pre-primary education except where the financial situation was very difficult and much larger funds were needed for primary education. The total allocation proposed by the Working Group for programmes of pre-primary education, therefore, was smaller, i.e. Rs. 68 lakhs. The details of these proposals are given in Table No. IV.

2.06. Opening of New Primary Schools: The Working Group found that the proposals made by State Governments for opening new lower primary schools were ad hoc in character and did not show an adequate appreciation of the significance of the programme of providing universal facilities for primary education within easy walking distance of the home of every child before the end of the Plan period. The Working Group, therefore, urged upon all the State Governments to prepare regular district plans for the location of new lower primary schools in an effective and economical manner and



to ensure that facilities for lower primary education are brought within one mile from the home of every child all over the country before the end of the Fourth Five Year Plan.

2.07 The Working Group found that, even after all the new higher primary schools were opened, the facilities for education at this stage will still be very inadequate at the end of the Plan period in several States. Here also, the significance of a very early provision of universal facilities for higher primary education does not seem to have been adequately appreciated by the State Governments. The Working Group therefore recommended that detailed district plans should be prepared showing the most efficient and economical manner of locating higher primary schools in such a way that a school at this stage would be available, within about two to three miles of the home of every child. This should be done before the end of the Fifty Five Year Plan at the latest and every effort should be made to complete as large a part of the programme as possible during the Fourth Five Year Plan itself.

2.08 One special problem cropped up in the discussions on higher primary schools and their location, namely, the right pattern of staffing for the higher primary schools. This differed very largely from State to State. For instance -

(1) In some areas, almost every secondary school was allowed to have the higher primary classes( e.g. Rajasthan

or Haryana); but in others such permission was rarely granted (e.g. Gujarat).

(2) In some areas, the higher primary schools necessarily adopted the subject-wise method of teaching and had a liberal staffing pattern, (e.g. every higher primary school has a staff of five teachers in Rajasthan or of four in Madhya Pradesh and Haryana). In other parts, higher primary schools were allowed with a very small number of teachers and there was no insistence on subject-wise teaching (e.g. in Madras, a school was permitted to teach classes I-VIII even if two teachers were available).

(3) The cost of higher primary education, therefore, showed large variations from State to State. Very naturally, there were large variations in quality also.

2.09. The Working Group felt that this was a problem where a happy balance had to be struck between quantity and quality. In view of the constitutional responsibility to provide universal education for all children till they reach the age of 14 years, it was necessary to establish a higher primary school within easy walking distance from the home of every child. This necessarily implies the establishment of higher primary schools with few teachers or even multiple-class teaching. At the same time, it was desirable to improve standards of education to the best extent possible at this stage and to adopt a liberal staffing pattern and subject-wise teaching wherever possible. The Working Group felt that no adequate attention had been given to this problem in the past. It, therefore, recommended the establishment of a

Study Group which could examine the matter in all its aspects and make concrete recommendations for the consideration of the State Governments. The report of this Group should be available as soon as possible and, at any rate, before the end of May 1969, so that it could be considered and implemented from the first year of Fourth Five Year Plan itself.

2.10 Additional Enrolments: With a view to fulfilling the directive of the Constitution in respect of primary education by 1985-86, as recommended by the Education Commission, the Central Planning Group had suggested certain additional enrolments in classes I-V in each State. These, along with the additional enrolments actually proposed by the States themselves, have been given in Table No.V. Similar data for classes VI-VIII or age-group 11-14 is given in Table No. VI. It will be seen therefrom that, by and large, the enrolments proposed by the State Governments are all short of the enrolments proposed by the Central Planning Group.

2.11 In some States, there is hardly any difficulty in this regard. These include Andhra Pradesh, Gujarat, Kerala, Madras, Maharashtra, Mysore, Nagaland and Uttar Pradesh where it is not so much the expansion of primary education as the salaries of primary teachers that happen to be the major problem at present. In Haryana and Punjab, the enrolments are rather low at present. But these States have good resources and it is possible for them to make the effort necessary to fall in line with the national policy. In the other States, special difficulties and problems

(1) West Bengal : West Bengal finds itself in a peculiar difficulty. Owing to the influx of refugees, its total population figures, as well as the figures of child population, have been recently revised and it is found that they have to be considerably upgraded. Consequently, the percentages of enrolment in the age-groups 6-11 and 11-14 have suddenly dropped.

(a) In 1968-69, the enrolment in classes I-V in West Bengal was expected to be 43.60 lakhs or 80 per cent of the age-group 6-11. But owing to the upgrading of the total population in this age-group, the enrolment in West Bengal in classes I-V, which has reached the expected figure of 43.60 lakhs, is now deemed to be only 72.7 per cent of the corresponding age-group; West Bengal proposes to enrol 15 lakhs of children during the Plan period which is no small effort by any standards; and yet, its enrolment in classes I-V will increase, by the end of the Plan period, to 85 per cent of the age-group 6-11 only.

(b) A similar phenomenon repeats itself in the age-group 11-14 also. In 1968-69, its enrolment of classes VI-VIII was 9.90 lakhs as expected. But it now turns out to be only 32.3 per cent of the age-group 11-14; and even after an additional enrolment of 4.46 lakhs during the plan period, it rises to 40.0 per cent only in 1973-74.

This is the first time in the history of primary education in India that the enrolments in West Bengal are falling even below the national average. The Working Group found that there would be no difficulty whatsoever in reaching an enrolment of 95 per cent in the age-group 6-11 and of

about 50 per cent or so in the age-group 11-14 in West Bengal if adequate resources were to be made available. The question is, therefore, essentially a question of funds and the Working Group felt that special steps have to be divided to find them.

(2) Bihar: As the proposals made by the State Government now stand, Bihar would have an enrolment of 44.44 lakhs or 57.4 per cent of the age-group 6-11, in classes I-V in 1968-69. Even with the addition of 15 lakhs of additional children, the enrolment at this stage will rise only to 59.46 lakhs or 69.6 per cent of the age-group 6-11. In classes VI-VIII, Bihar has, in 1968-69 an enrolment of 8.21 lakhs or 20 per cent of the age-group 11-14. It proposes to enrol 4.13 lakhs of additional children and increase its enrolment in classes VI-VIII in 1973-74 to 12.34 lakhs or 26 per cent of the age-group. It will thus be seen that, with a level of 60 per cent enrolment in the age-group 6-11 reached in 1973-74, Bihar

will not be able to introduce universal education for the age-group 6-11 for another 15-20 years and it may require as many as 30-50 years to provide universal education for the age-group 11-14. This is an almost impossible situation. The Working Group therefore strongly urges that special measures should be adopted to accelerate the development of primary education in Bihar. This is essentially a financial issue. But it also involves some problems because enrolment of girls and the tribal children needs special measures.

11.6

(3) Madhya Pradesh: The position in Madhya Pradesh is similar to that in Bihar but even more complex and difficult. Madhya Pradesh has a much larger tribal population than Bihar; it has also a very large population of the Scheduled Castes; and the problem of girls' education raises the same or even more difficult issues. As the proposals of the State Government stand at present, Madhya Pradesh will have, in 1973-74, an enrolment of 42.48 lakhs in classes I-V or only 76.8 per cent of the age-group 6-11. In classes VI-VIII, it will then have a total enrolment of 9.48 lakhs or only 26 per cent of the age-group 11-14. Its additional enrolment in classes VI-VIII is not even able to keep pace with the growth of population in the age-group 11-14. The problem of providing universal primary education in Madhya Pradesh is, therefore, even more complex and difficult than that in Bihar and needs attention on a primary basis.

(4) Orissa: Orissa presents a problem similar to Bihar but much easier. In its coastal areas, it is on par with the educationally advanced States and may be ranked with Andhra Pradesh or Mysore. But the development of primary education is very inadequate in the inland tribal districts and it is here that concentration of effort is called for. The Working Group therefore strongly urges that details plans for the development of primary education in the tribal areas of Orissa should be prepared and implemented on a war-footing. It should be the objective of policy to provide universal lower primary education

in these areas in about ten years and to expand higher primary education also simultaneously to the maximum extent possible so that it can be universalised in about 20 years from now. The problem is essentially financial. But it also involves all those social, economic and organizational dimensions which work in tribal areas involves and special emphasis is needed on the preparation of teachers.

(5) Rajasthan : In Rajasthan, the education of girls presents the most difficult aspect of the problem, and the population of the Scheduled Castes and Scheduled Tribes is also very large. As the proposals of the State Government stand at present, Rajasthan will have an enrolment, in classes I-V, of 24.93 lakhs in 1973-74 or only 61 per cent of the age-group 6-11. In classes VI-VIII, this enrolment then would be 6.56 lakhs or 30 per cent of the age-group 11-14. At the present rate of its development, Rajasthan will take the same time as Bihar or Madhya Pradesh to provide universal education. The State has a great potential and if adequate finances are made available and a vigorous programme is developed, it will be in a position to give a good account of itself and to provide universal education for the age-group 6-11 in a period of about 20 years. Detailed programmes for this should be drawn up and implemented with vigour.

2.12. In the opinion of the Working Group, the problem of providing universal primary education is not receiving, even now, as much attention as it needs or deserves. The

Working Group also feels that, in the years ahead, detailed programmes will have to be drawn up and attention will have to be concentrated on those areas which are lagging behind. A programme on the following lines should therefore be immediately undertaken:-

(1) The Government of India should decide minimum enrolments to be reached by every State and every district or other area in a State, by the end of the Fourth Plan period. It is suggested that this should be not less than 70 or preferably 80 per cent in the age-group 6-11 and not less than 30 or preferably 40 per cent in the age-group 11-14.

(2) Special measures should be adopted to ensure that primary education progresses satisfactorily in those States where it is particularly weak at present. Some indications about this have already been given above.

(3) Each State should be required to prepare district plans for the development of primary education and to take adequate steps, in the Fourth Five Year Plan, to see that district-wise imbalances in the development of primary education are progressively reduced.

2.13. The Working Group welcomes the study of district educational development undertaken by the Ministry of Education in 1960-61. It is happy to note that a similar study is being repeated for 1965-66. The Working Group recommends that the State Governments should be required, during the Fourth Five Year Plan, to prepare district development plans for primary education and these should be considered in detail at the time of the annual plan



discussions. If steps are taken right from now, it would be possible to prepare these plans during the ensuing year and make them the basis for discussion of the State Annual plan for 1970-71.

2.14. Additional Teachers: The additional enrolments in the Fourth Five Year Plan will, as pointed out earlier, have to be stepped up. This necessarily raises the issue of the appointment of additional teachers. Owing to increases in the emoluments of teachers that have been brought about in the last two or three years, it is becoming more and more difficult for State Governments to provide for the necessary number of additional teachers. The Working Group found that, in most States, adequate provision for the appointment of the necessary number of teachers was not made. This will imply, either that the enrolment targets would fall down or that classes will get tremendously overcrowded with an increase in wastage and stagnation. Both these consequences have to be avoided.

2.15. The Working Group, therefore, recommend that, in all cases, adequate provision should be made for appointing the necessary number of teachers commensurate with the enrolment targets. Where this was not possible, the Working Group recommended the adoption of the double shift system in classes I and II which will help in increasing the pupil-teacher ratio without adversely affecting standards. The Working Group was happy to know that this proposal was accepted by several States such as Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh.

2.16 The Working Group is aware that the double-shift system is not favoured in certain States. It has no desire to force the shift system on a State which does not like it. But, in that case, the State will have to raise the additional resources needed. The Working Group is anxious that primary education should be expanded as quickly and as largely as possible. Where the necessary resources are available, the question of the shift system does not arise. But where finances are scarce and expansion is being held up, the Working Group desires that the State Government should consider the desirability and possibility of adopting the double shift system.

2.17 The Working Group, however, felt that a more careful study of the problem of the double-shift system is needed to assist in its proper organization in the field. A mere realisation of the financial need for the double-shift system at the Secretariat or Directorate level is not enough. What is needed is the acceptance of the system by the parents and the teaching community, the development of proper techniques for its organisation and the evolution of appropriate methods of teaching suited to its successful operation. This needs considerable academic work which has not yet been undertaken. The Working Group therefore recommends that a Study Group should be immediately set up to examine this problem in all aspects and to make concrete recommendations for acceptance by the State Governments. Of all the States, Kerala has the longest and largest experience of operating the shift system in the field. This should be taken into account

while making proposals.

2.12. The additional teachers required for classes I-V and for classes VI-VIII, as proposed by the State Governments and as recommended by the Working Group, are shown in Table No. VII.

2.19 Free Education: At the lower primary stage, education is free in all areas except the urban areas of West Bengal. During the Fourth Five Year Plan, free and compulsory primary education is proposed to be introduced in all urban areas of West Bengal except Calcutta city. In Calcutta, where the overall position is the least satisfactory, it is proposed to open 250 new primary schools, which will provide free education.

2.20. In classes VI-VIII, education is free in all areas except in Assam (boys only), Bihar (boys only), Uttar Pradesh (boys only in classes VII-VIII) and in West Bengal. Assam has already decided to make primary education free at this stage in the Fourth Plan. The Working Group strongly recommends that similar steps should be taken in Bihar also where the financial implications are not very large. In so far as Uttar Pradesh and West Bengal are concerned, the financial implications are very large and there are alternative priorities to be considered. The problem therefore needs further examination.

2.21. Special Programmes: To stimulate enrolment certain special programmes are proposed to be developed.

(1) In several States, special programmes on the broad lines recommended by the National Committee of Women's Education. The allocations proposed in this regard are given in Table No. VIII.

(2) Supply of free books, slates or-even clothing to the poor and needy students is a programme undertaken in most areas, although the extent of coverage is small and the level of the programme differs considerably from State to State. Generally, the State Governments have proposed either the continuance or some liberalisation of these programmes.

(3) Mid-day meals are being provided in several States such as Madras, Kerala, Mysore, Andhra Pradesh, Madhya Pradesh, Rajasthan and Bihar. The State Governments have proposed the continuation of these programmes with marginal additions in some cases. West Bengal is initiating a fairly large programme of mid-day meals during the Fourth Five Year Plan.

**2.22. Important Programmes of Qualitative Improvement:**

From the proposals that have been put forward by the State Governments, the following major programmes of qualitative improvement seem to have been accepted and will be developed during the Fourth Five Year Plan:-

(1) Making an intensive effort to harness the help of the local community to improve the physical facilities in primary schools;

(2) Establishment of an autonomous organisation in each State for the production of textbooks and other teaching and

learning materials of good quality;

(3) Strengthening of the State Institutes of Education and entrusting them with the responsibility for development of programmes of qualitative improvement at the school stage. Allocations proposed for this programme are given in Table No. IX;

(4) Improvement of the teaching of science education. Allocations proposed for this programme are given in Table No. X;

(5) Strengthening of the Inspectorate and improving its quality through in-service programmes arranged by the State Institute of Education;

(6) Upgrading the qualifications of primary teachers, improving and expanding training programme (both pre-service and in-service) and improvement of teacher educators and training institutions.

Programmes to this end have been included in the Plans of all State Governments. Since the resources they will need are not of a very high order, they have also been duly provided. What is needed now is the development of the necessary expertise. This can be facilitated by building up of close working relationships between the organizations at the Centre, the State Education Departments and the State Institutes of Education and the University Departments engaged in the programme.

2.23 Immediate and effective steps will have to be taken from this point of view in the Fourth Five Year Plan. The Working Group has recommended that, for this purpose, the Ministry of Education, the Planning Commission, the NCERT and the Asian Institute of Educational Planning and

Administration should work closely and continuously with the State Departments of Education and the State Institutes of Education in advising, evaluating, improving and implementing projects of qualitative improvement of school education which have been broadly indicated above. A suitable Committee of Officers should be set up for this purpose and it should be required to report periodically to the Planning Commission and the Ministry of Education.

2.24. Wastage and stagnation: A very important programme to be implemented in the Fourth Five Year Plan is to develop a nation-wide drive for reduction of wastage and stagnation at the primary stage. The organization of this programme was considered in detail in the National Seminar on this subject which was convened in Delhi in September last and its recommendations have been accepted by all the State Governments. The necessary financial provisions have also been made in all the State Plans. It is proposed to set up a Central Unit in the NCERT to guide the whole programme and to function as a clearing house. In each State, the responsibility for the programme will be upon the State Institutes of Education working through the inspectorates. The Working Group recommends that the progress of this important project should be carefully watched and annually evaluated at the time of the Plan discussions.

2.25. part-time Education: The Working Group regrets to note that its recommendations regarding provision of facilities for part-time education at the primary stage have not been reflected in the plans prepared by the State Governments. This is a very important programme for the development of which immediate steps need to be taken.

2.26. The programme of part-time education at the primary stage will be of two types:

(1) Programmes of part-time education meant for children in the age-group 11-14 (or even 11-17) who have not been to primary schools at all or have lapsed into illiteracy with a view to making them functionally literate; and

(2) Programmes of part-time education at the higher primary stage (classes VI-VIII) for those students who cannot, for some reason or the other, attend schools on a full-time basis.

The first type of programmes is needed for preventing additions to the ranks of adult illiterates; and the second is necessary to reduce wastage due to economic causes and to make education available to those poor children who cannot receive it otherwise.

2.27. The Working Group, therefore, recommends that detailed projects for such programmes should be drawn up and implemented, on an experimental and pilot basis, in all the States. The necessary financial provision for this may be made in the State sector. The amount involved will not be much and it should be possible for the State Governments to find the funds ~~from~~ within the ~~allocations~~ now made ~~for~~ primary education.

2.28 Financial allocations : Financial allocations for programmes of elementary education, as proposed by the State Governments and as recommended by the Working Group are given in Table No. XI. It will be seen therefrom that the State Governments had proposed a total allocation of Rs. 269 crores or 44.8 per cent of the total outlay on general education for programmes of elementary education. The Working Group was compelled to increase these allocations to Rs. 321 crores or 49.9 per cent of the total outlay on general education recommended by the Working Group in order to meet the requirements of adequate targets, appointment of the requisite number of teachers and the development of certain minimum programmes of qualitative improvement.

2.29 The Working Group is not satisfied even with these proposals. In some States, as West Bengal, it would like to have larger allocations than what have been put down in this report. This is, therefore essentially a question of raising additional resources. From this point of view, the Working Group recommends that the possibility of levying an educational cess on land revenue in the rural areas on the lines of the developments in Maharashtra should be considered by all State Governments. The levy of a cess on urban landed property on similar lines should also be considered. A Note on this problem prepared for discussions with the representatives of Rajasthan is given in Annexure I. The same ideas could also be extended to other States, mutatis mutandis.



III - SECONDARY EDUCATION

3.01 Proposals of the Central Planning Group:- The Central Planning Group had recommended that, in the field of secondary education, the general policy to be adopted in the Fourth Five Year Plan should be based on the following considerations :-

(1) Provisions should be made for the inescapable additional enrolment; wherever necessary, provision should be made for special programmes for the education of girls;

(2) The location of secondary schools should be properly planned and restraint should be exercised in opening new institutions. The objective should be to **strive** to create institutions of optimum size which lead to economy and efficiency while facilities for secondary education should be as near to the home of a child as possible;

(3) Greater emphasis should be laid on programmes of qualitative improvement, special attention being paid to the training of teachers;

(4) The programme of development of science education should be specially emphasised. It should be an objective of policy to make the study of science an integral part of school education till the end of Class I as recommended by the Education Commission;

(5) Wherever conditions are favourable, the new pattern of 10 + 2 + 3 should be adopted. At any rate, the changes made in the pattern should be in the direction indicated by the National Policy on Education; and

(6) Programmes of vocationalisation of secondary

education should be taken up in all States. The work needs a good deal of experimentation which should be taken up on a pilot basis.

3.02 New Secondary Schools: The proposals made by the State Governments for opening of new schools are given in Table No. XII. These are, at best, ad hoc. It may be recalled that, in the first educational survey, the location of primary and secondary schools was carefully planned on the basis of prescribed criteria. Unfortunately, a similar exercise was not undertaken in the second education survey; and in its absence, it is not possible to say how many new primary and secondary schools would be required in the Fourth and the Fifth Five Year Plans and where. The Working Group has therefore already recommended that such careful planning should be undertaken immediately for the location of lower primary and higher primary schools. A similar exercise is also needed for secondary schools and this should be undertaken and carried out as early as possible. This is a programme in which the NCERT and the Asian Institute of Educational Planning and Administration can cooperate advantageously with the State Education Departments and the State Institutes of Education.

3.03 Additional Enrolment: The additional enrolment expected at the secondary stage during the Fourth Five Year Plan is given in Table No. XIII. It will be seen therefrom that, between 1968-69 and 1973-74, enrolments in classes IX-XI are likely to go up by about 33 lakhs. This compares very favourably with the estimates made by the Central Planning Group.

3.04 Additional Teachers: The information regarding appointment of additional teachers proposed to be made in the States is given in Table No. XIV.

3.05 Education of Girls: Some States have proposed special programmes for girls' education at the secondary stage. The details have already been given in Table No. IX.

3.06 Science Education: All States have given a very good response to the recommendations made by the Ministry of Education and the Planning Commission that, before the end of the Fourth Plan, the teaching of science should become an integral part of education to the end of Class X and that the quality of teaching of science should be improved, both at primary and secondary stages. Substantial provisions have therefore been made in all States for improving teaching of science education at the secondary stage. The allocations made for this purpose have already been given in Table No. X. सत्यमेव जयते

3.07 The Working Group would, however, like to emphasize that this programme has not been worked out in all its details in every State. It, therefore, recommends that suitable measures should be devised to enable the NCERT to co-operate with the State Departments of Education and the State Institutes of Education (or Science) to plan the development of this programme in as great a detail as possible and to assist in their implementation. This is a task of great significance and priority.

3.08 Pattern: The following States are taking steps to adopt the new pattern of 10 + 2 + 3 :-

(1) Andhra Pradesh: The State would be introducing the new pattern from 1969-70;

(2) Bihar: The State has accepted the new pattern in principle and proposes to introduce it during the plan period.

(3) Gujarat: The State has decided to adopt the new pattern progressively by 1973-74.

(4) Madhya Pradesh: It has adopted the pattern of 10+2+2. The proposal to start honours course of three years' duration is under consideration;

(5) Maharashtra: The State has decided to adopt the new pattern progressively by 1973-74;

(6) Mysore: The State has agreed in principle to adopt the new pattern; the difficulty which presents immediate implementation is lack of resources.

(7) West Bengal: The State proposes to adopt the new pattern from next year.

3.9 Programmes of Qualitative Improvement and Vocationalisation: The policy adopted in most States was to concentrate on consolidation of secondary education. The programmes proposed include: (1) strengthening of supervision; (2) the provision of improved facilities, especially with the help of the local community; (3) examination reform; (4) improvement and expansion of teacher training; (5) improvement of science education; (6) improvement of physical education, games and sports; and (7) vocationalisation of secondary education on an experimental and pilot project basis.

3.10 An interesting experiment in vocationalisation of education is proposed to be taken up in Maharashtra. Here, one district in every division will be selected and intensive studies will be made regarding the possibilities of local development and its needs of manpower. Long-term plans would then be prepared to develop such vocational programmes and all

the manpower needed for local development plans would be trained in time and in adequate numbers. In addition, it is also proposed to study alternative methods of organizing existing vocational courses with a view to increasing their efficiency or economising costs and to devise new courses on a similar basis.

3.11. State Institute of Education: In the later years of the Third Five Year Plan, the State Institutes of Education were established, principally for developing programmes of qualitative improvement in primary education. The oldest of them is just four years old. Some of them have done very commendable work while others are just finding their feet. The large variation they show in their performances is due to various reasons. All aspects of their past performance and future development were examined in a conference of the representatives of the State Departments of Education and the Directors of the State Institutes of Education recently convened by the Ministry of Education and the NCERT. The main recommendation of the conference was that the State Institutes of Education should, by and large, look after all programmes of qualitative improvement at the school stage, including both primary and secondary education. They should form integral parts of the State Education Departments and their work should be carefully coordinated with that of University Departments engaged in programmes of school improvement and other State level organisations established with specific objectives. They should be adequately staffed and strengthened and it should be their main responsibility, in the Fourth Plan, to remain incharge of and implement the major programmes of qualitative improvement included

therein. This recommendation has been accepted by all State Governments and has been reflected in their Fourth Five Year Plans. The Working Group considers this to be a very welcome development.

3.12. It is necessary to build up a close and working relationship between the Central agencies such as the Ministry of Education, the Planning Commission, the NCERT and the Asian Institute of Educational Planning and Administration and the State Institutes of Education and the State Departments of Education. This proposal was very warmly commended by the representatives of the State Governments during the Plan discussions. The Working Group therefore strongly recommends that immediate steps should be taken to make the assistance of these Central agencies available to the State Education Departments and the State Institutes of Education for working out detailed projects of qualitative improvement of school education included in the Fourth Five Year Plan and for their implementation.

3.13. The Working Group is also happy to note that, by and large, the State Governments have agreed to put together, under one umbrella, all institutions meant for qualitative improvement of school education such as the State Institutes of Education, the State Institutes of Audio-Visual Education, the State Bureaus of Education and Vocational Guidance, etc. Steps are also being taken to bring them to the State Headquarters or to places where the Directorate is located. For instance, the West Bengal Institute is to be shifted to Calcutta and it would be desirable to take the Mysore Institute to Bangalore. These are very welcome developments which have to be actively promoted.

3.14 Financial Allocations: The State Governments had proposed a total allocation of Rs 140.31 crores for programmes of secondary education. This is much lower than the proposals made by the Central Planning Group which suggested an allocation of Rs 201 crores. However, the Working Group did not find it necessary to increase the allocation. On the other hand, it found that the proposals of some of the State Governments were a little on the high side and recommended a total outlay of Rs 136.28 crores. The details of this are given in Table No. XVI.

#### IV - UNIVERSITY EDUCATION

4.01 Proposals of the Central Planning Group: Proposals for higher education made by the Central Planning Group were based on the following broad principles :-

- (1) Careful planning of the location of new colleges to be opened;
- (2) Restraint on the opening of new universities;
- (3) Restraint, to the extent possible, on expansion of higher education, particularly in courses of arts and commerce;
- (4) Emphasis on improvement of science education and expansion of facilities for it; and
- (5) Concentration on programmes of qualitative improvement with special reference to students' services.

#### 4.02 Planning of Colleges and Postgraduate Education:

The Working Group found that no attempt had been made, in any State, for planning the location of colleges on the basis of prescribed criteria. The

proposals for opening new colleges were, therefore of an ad hoc character and subject, to a great extent, to non-academic or political pressures. The opening of post-graduate courses in colleges also evinced the same trends. The Working Group therefore strongly emphasised the need to plan the location of institutions of higher education properly, to coordinate their activities and especially to see that the best results are obtained through careful concentration of resources in men and money. A decision of the UGC on this subject given in Annexure II. The Working Group has brought it to the notice of all States and recommends that the matter should be pursued further with them.

4.03 Additional Enrolments: Estimates of additional enrolments at the university stage were also not very thorough or dependable. This is another area in which further planning and more careful projections are needed. Whatever data became available on this subject at the time of Plan discussions is given in Table No. XVI.

4.04 New Universities : The following States had proposals for new universities :

1. Assam: ~~Assam~~ Assam has proposed the establishment of one university in the hill areas. A similar proposal has been included in its plan by Nagaland also. There is also a proposal for the establishment of a Central University in the North Eastern Region of the country. All these proposals will have to be coordinated and all their aspects will have to be thoroughly examined before any decision is taken.

2. Bihar: Bihar has no plans for a new university. But the proposal for the establishment of the Mathila University at Darbhanga is of long outstanding and is already under reference to the UGC.



An appropriate decision will have to be taken thereon very soon.

Bihar also has some post-graduate and research institutions of an All-India character, particularly those at Vaishali and Nalanda. Steps will have to be taken to develop them as autonomous bodies which would be jointly financed and administered by the Centre and the State. This is a major programme on which early decision is needed.

3. Gujarat: Gujarat has a proposal to establish a new university at Bhavnagar.

4. Kerala: As Kerala has recently established a new university, there are no proposals for any additional university. However, the University Centre at Ernakulam is proposed to be developed still further with a view to raising it to the status of a university.

5. Madhya Pradesh: No new university is proposed to be established. The approval of the UGC or the Government of India has not been obtained to the recently established university at Rewa.

6. Maharashtra: Maharashtra has proposed the establishment of two additional universities. This is in addition to four agricultural universities of which two are to be opened immediately and the remaining two in a period of about ten years.

7. Uttar Pradesh: The proposal to establish a university for the Northern Hilly Region has been included in the Fourth Five Year Plan and has been long overdue.

If the universities established in the three Annual Plan years and the proposals mentioned above are considered together, it will be found that a fairly large number of universities will be established in the eight years between 1965-66 and 1973-74. The financial provisions made for many of the new universities are inadequate. Needless to say, they often cut into the financial allocations that were needed for the further development of the existing universities. The Working Group hopes that it will be possible to introduce an element of greater restraint in this field in the years ahead.

4.05. Major Programmes of Qualitative Improvement: The major programmes of qualitative improvement of higher education will be discussed along with the plan proposals of the University Grants Commission. In discussions with the State Governments, however, the following matters came up for consideration:-

- (1) The need to reassess the maintenance grants of all State Universities and to fix them at adequate levels;
- (2) The need to provide the counter-part funds to be provided by the State Governments for schemes of university development sanctioned by the University Grants Commission;
- (3) The need to provide funds for assistance to colleges to enable them to ~~list~~ assistance offered by the University Grants Commission;
- (4) The need to provide adequate funds for those programmes of universities and colleges for which the UGC does not give any assistance; and
- (5) The need to revise grants-in-aid to colleges and

to put them on an appropriate basis.

Although, some discussions on these matters were held in the Working Group, they could hardly be conclusive. It is therefore imperative that these matters should be followed up by the Ministry of Education and the UGC with the State Governments and universities concerned. The Working Group strongly recommends that this should be done and a suitably machinery for the purpose created immediately.

4.06. Financial Allocations: The Central Planning Group visualised a total allocation of Rs.255 crores for university education out of which Rs.82.50 crores were to be in the State sector. The allocations for higher education actually proposed by the State Governments are, however, high and come to Rs.107 crores. The Working Group did not think it necessary to increase them but has made some reductions wherever it found necessary and possible to do so. The details of this are given in Table No.XVII.

#### V - TEACHER EDUCATION

5.01. As stated earlier, the Central Planning Group attached great significance to programmes of teacher education and suggested a total allocation of Rs.120 crores of which Rs.102.35 crores would be in the State sector. Very unfortunately, these programmes have not found priority with the State Governments and the total allocation proposed by State Governments to programmes of teacher education come only to Rs.19.39 crores. Since the programme had to be discussed within the frame-work thus set, the Working Group merely contended itself to cutting out a few items which were obvious over-estimates. The details of this allocation approved by the Working Group are given in Table No.XVIII.

5.02 The recommendation that State Boards of Teacher Education should be established has found favour with several State Governments. The matter will have to be pursued further with them and with others.

5.03 Significant steps for the development of teacher education are being proposed in Assam and in West Bengal. This is a very welcome feature of the plans of these States because, in both of them, teacher education has remained comparatively weak. The West Bengal experiment is of a great significance because it proposes to attack the problem in an unorthodox manner through courses of part-time education suitably organised in all parts of the State. This is a project which deserves every encouragement and assistance.

5.04 The programmes of in-service education, which were strongly recommended by the Central Working Group have not found much favour with State Governments.

5.05 The expected percentages of trained primary and secondary teachers as in 1968-69 and 1973-74 are given in Table No. XIX.

#### VI - SOCIAL EDUCATION

6.01 The Central Planning Group had accorded a fairly high priority to social education and proposed an allocation of Rs.22.80 crores for the programmes. Unfortunately, this programme has not received adequate priority from the State Governments. The total allocations to Social Education made in the Plans of all the State Governments come only to Rs.7.42 crores. The details of these allocations as proposed and approved will be found in Table No. XX.

#### VII - OTHER EDUCATIONAL PROGRAMMES

7.01 From the proposals made by the State Governments, it is found that the other educational programmes received fairly

large allocations - Rs 47.95 crores as against Rs 42.40 crores proposed by the Central Planning Group. The details of these are given in Table No. XXII.

7.2 Education Departments: Among these other educational programmes, considerable significance attaches to proposals made by the State Governments to strengthen and reorganise the State Education Departments. It will be recalled that the Planning Commission appointed a Working Party to examine this problem in all its aspects. This Report, which was recently submitted, was considered by the Advisory Panel of the Planning Commission, the Conference of Education Secretaries, the Central Advisory Board of Education and the Conference of the Directors of Education and broadly approved. It is now to be implemented in the fourth Five Year Plan. The proposals made by State Governments show that they broadly appreciate the need to reorganise and strengthen their Education Departments and have made fairly adequate financial allocations for the purpose. The details of this are given in Table No. XXII. What is now needed is for the Central agencies to discuss this problem in detail with each State Government and evolve a programme of action, suited to its peculiar local conditions and needs, and to help the State to implement it effectively.

7.03 Science Education: Improvement of Science Education is another important programme included under the other educational programmes in several States. This has already been referred to and discussed.

7.04 NSC/NSO : State Governments have generally agreed to make necessary financial provision for their share of NSC/NSO which are being developed as alternative programmes to NFE in the Fourth Five Year Plan.

#### VIII - CULTURAL PROGRAMMES

8.01 The cultural programmes included in the educational plans in the different States follow the usual pattern. The amounts allocated are, however, much more liberal than those proposed by the Central Planning Group. The details of allocations made to cultural programmes are given in Table No. XXIII.

## IX - BUILDINGS

9.01 The programmes of all States include a fair amount intended for educational buildings or capital works. In some States such as Kerala, Madras or Madhya Pradesh, the amount proposed to be allocated for capital works is fairly large. The details of the proposals made by the State Governments in this regard will be found in Table No. XXIV

9.02 The Working Group discussed, with the representatives of all State Governments and particularly those which have proposed a large building programme, the need to reduce the cost of educational buildings by adopting the researches carried out in the Central Building Research Institute, Roorkee. The response has been very favourable. The Working Group, therefore, recommends that school building development groups should be established in every State and that the National Development Group on School Buildings and the Central Building Research Institute, Roorkee, should give them all assistance. Immediate steps should be taken to put up a few prototype buildings, designed on the new lines, in every State. All State Governments have agreed to provide for the necessary funds for the purpose from their allocations. This is a matter which will have to be actively pursued.

## X - SECTOR-WISE ALLOCATIONS

10.01 The following Table shows the sector-wise allocations to programmes of general education as proposed by the State Governments and as recommended by the Working Group.

Allocations in the Fourth Five Year Plan (1969-74)

Sector	Allocations recommended by the Central Planning Group (Rs. in lakhs)	Allocations proposed by the State Governments (Rs. in lakhs)	Allocations recommended by the Working Group (Rs. in lakhs)	Increase (+) or Decrease (-) of Col.4 over Col.3 (Rs. in lakhs)
1	2	3	4	5
1. Elementary Education	32983.00	26869.16	32099.25	+5230.09
2. Secondary Education	20098.00	14031.17	13628.34	- 402.83
3. University Education	8250.00	10682.36	10016.92	- 665.44
4. Teacher Education	10235.00	1939.13	1811.33	- 127.80
5. Social Education	2280.00	742.40	719.70	- 22.70
6. Other Educational Programmes	4240.00	4795.48	5121.85	+ 326.37
7. Cultural Programmes	500.00	881.09	884.09	+ 3.00
<b>TOTAL</b>	<b>785,86.00</b>	<b>599,40.79</b>	<b>642,81.48</b>	<b>+43,40.69</b>

Even the increased allocations recommended by the Working Group were subject to several limitations. In view of the over-all financial situation explained in Section I, it may be very difficult to maintain, when the State Plans are realistically revised, the allocations to the different sectors of education at the level recommended by the Working Group unless additional financial resources are raised. It is, therefore, a major question of policy on which decisions will have to be taken. Some proposals in this regard, as stated earlier, have been given in Annexure I.

## XI. PLANS OF INDIVIDUAL STATES

11.01. In this concluding Section, a few comments may be made on plans of individual State Governments to highlight their special features.

11.02 There are some programmes which are common to all States, for instance;

(1) All States have agreed that it would promote the cause of education if the Central Agencies, such as the Ministry of Education, the Planning Commission, the National Council of Educational Research and Training and the Asian Institute of Educational Planning and Administration can work together continuously with the State Department of Education and the State Institute of Education (which are proposed to be developed into comprehensive State Councils of Education) in formulating the details of all Plan programmes, especially those of qualitative improvement and in implementing them;

(2) All States are agreed on emphasising programmes which need human effort rather than monetary investment;

(3) All States are agreed to develop an effective programme of reducing wastage and stagnation at the primary stage;

(4) All States are enthusiastic about the programme of producing literature in modern Indian languages with a view to developing them as media of education at the University stage;

(5) All States are agreed on adopting a decentralised



and broad-based system of educational planning and on involving teachers in the formulation and implementation of educational plans;

(6) All States are agreed on the strengthening and promoting the State Institute of Education as a comprehensive organization to deal with all aspects of qualitative improvement of school education; and

(7) All States are agreed on taking urgent steps to vitalize State Education Departments.

It would be a great advantage if this common ground of agreement is fully exploited. It will then be possible to make considerable progress in education, in spite of the paucity of resources, by adopting better methods of planning and through emphasising human effort for better implementation.

11.03 Andhra Pradesh: The highlights of the Plan are:

(1) Adoption of 10+2+3 pattern;

(2) Intensive development of the State Council of Educational Research and Training which brings together all institutions meant for qualitative improvement of school education;

(3) Emphasis on improvement of science education at the school stage;

(4) A programme of ~~voluntary~~ community support to improve conditions in educational institutions; and

(5) Reorganization and strengthening of the State Education Department.

The main weakness in the Plan is that adequate funds have not been provided for expansion of facilities in primary education. What is needed is a much larger allocation to provide an adequate number of teachers and to increase the number of higher primary schools which is disproportionately low at present.

11.04. Assam: The highlights of the Plan are :

(1) In Assam the existing pattern is 12+1+3. This and Nagaland are the only two States in India where a student requires 16 years to take his first degree in arts, science or commerce. It is now proposed to reduce this to 15 years.

~~This will be a measure of economy in the long run;~~

(2) A large programme of teacher training has been included to make up for a weakness which has been of long standing;

(3) Emphasis has been placed on programmes of science education and the consolidation and further development of the State Institute of Education.

The main difficulty in the State is the very unsatisfactory financial situation. Owing to lack of resources, the State Government has not even been able to pay the DA to non-Government teachers during the current year. Unless the situation is improved, it may be very difficult to maintain the Plan even at the minimum level required.

The Plan for Hill Areas is good. An important programme is the proposal to establish a separate University for Hill Areas to which a reference has already been made.

11.05. Bihar: The State is educationally backward and it needs a much bigger Plan for making a breakthrough. As it has 10 per cent of the population of the country, it will need, on the basis of the all-India average, a Plan of at least Rs.70 crores. And as a backward State, it will need even a bigger Plan, say, of Rs.100 crores. But actually its Plan has a plan of Rs.35 crores only as against a sum of Rs.50 crores which it had been allocated to education in the old Fourth Five Year Plan. It is next to impossible to make any effective progress at this level of investment. A supreme effort has, therefore, to be made to raise additional resources, especially for primary education.

The highlights of the Plan are :

- (1) A determined effort to raise and strengthen the State Education Department which is the most urgent need at the moment;
- (2) Development of a State Council of Education out of the State Institute of Education and other organizations devoted to qualitative improvement of school education;
- (3) Adoption of the pattern of 10+2+3; and
- (4) The proposal to convert the Nav Nalanda Maha Vihar and the Vaishali Institute of Prakrit Learning into autonomous organizations jointly managed and financed by the Centre and the State.

The continuance of the large-scale programme of school meals which was started during the last famine year is presenting a difficult problem which needs attention.

10.06. Gujarat : The State has given a good plan. Its highlights are :

- (1) Declaring all programmes of qualitative improvement

as core programmes and emphasising them;

(2) The adoption of a special programme of youth welfare at an estimated cost of Rs.2 crores;

(3) Adoption of the pattern of 10+2+3;

(4) Development of science education;

(5) Strengthening of the State Institute of Education and making it into a comprehensive organisation for all programmes of qualitative improvement at school stage;

(6) Strengthening and reorganising the State Education Department.

The main weakness of the plan is that the number of teachers provided at the primary stage is inadequate. The double-shift system is in force in classes I and II. But the number of students allowed per shift is too large. The qualitative improvement of the higher primary schools is also a major programme which should receive greater attention.

11.07 Haryana: This is also one of the good plans and the resources provided are adequate. The highlights of the Plan are:

(1) An intensive effort to develop primary education;

(2) The establishment of the State Institute of Education;

(3) Establishment of a college of home science and a college for training teachers of physical education;

(4) Development of an intensive programme, with the help of the community, to improve physical facilities in schools.

The standards of education in the State are good. Wastage and stagnation are comparatively low. The remuneration of teachers and their educational qualifications are among the best in the country. The principal programme which needs emphasis is expansion of primary education amongst girls and Harijans.

11.08 Jammu & Kashmir: This is a good Plan, the most important feature being the very large effort to expand primary education which the State proposes to make in the Fourth Five Year Plan. If this succeeds, the State will cease to be a backward State in education. Its enrolments in the age group 6-11, 11-14 and 14-17 will be 85.7%, 60% and 43% respectively in 1973-74.

11.09 Kerala: In spite of the financial difficulties the State Government has presented a good plan. Its main high-lights are :

(1) A large programme for the construction of school buildings;

(2) Adoption of the double shift-system in classes I and II in all parts of the State and abandoning it in class III wherever it now exists;

(3) Emphasis on science education;

(4) Reorganisation of the pre-degree course under the 10+2+3 pattern;

(5) Creation of local Education Authorities;

(6) Intensive effort to control rush to secondary schools and colleges and to improve standards in secondary and higher education; and

(7) Abolition of all Oriental Title Courses.

11.10 Madhya Pradesh : The financial situation of the State is very difficult and it is in the same position as Rajasthan or Bihar. The main high-light of the Plan is the adoption of the pattern of 10+2+3. But in all other areas, progress is held up for lack of resources, although the State has accepted all the major programmes and is willing to do

all it can. Like Bihar, this is a State where one feels anxious for its educational progress.

11.11 Madras: This is the second best Plan received. The priority and allocations given to education are good. The State also stands next to Kerala in respect of primary education. Its main objective of the Plan is to continue all programmes which have been in operation hitherto. While this is a very good thing in itself, one wishes that the State could undertake some new programmes and continue to give a valuable lead.

11.12 Maharashtra: This is the third best Plan received, although it could have been much better. The State is making a unique effort to reconstruct its educational system. It has recently published a review of educational development within its area since independence. It has prepared a perspective plan of educational development spread over the next 15-20 years and based on the recommendations of the Education Commission and the National Policy on Education. It has recently published a White Paper on the subject to elicit public opinion. This is now being discussed in the legislature and will soon be finalised. The State then proposes to enact a comprehensive education law to provide a statutory basis for education and to help in the implementation of its programmes. Owing to the much higher priority given to power in the new Fourth Five Year Plan of the State, the allocations to education have been considerably reduced. The Working Group has recommended that these cuts should be restored.

11.13 Mysore: This is an educationally progressive State. The public co-operation for the development of Education is excellent. The State has also accepted the Report of the Education Commission and would like to reconstruct its educational system in a big way. The main difficulty is lack of resources and urgent steps have to be taken to raise additional funds ear-marked for Education, preferably on the lines of what has been done in the Maharashtra State.

11.14 Nagaland: The State has given a good plan which maintains the tempo of all-round progress in education which it has been showing during the last decade or so.

11.15 Orissa: There are several difficult problems to be faced in the State, especially in the inland tribal districts. Most important of all, an intensive effort has to be made to develop primary education in the tribal areas and to provide universal primary education, of at least 5 years duration, to all tribal people in the course of the next 10 years. In view of the district-wise imbalances, district planning is of the highest importance in the State. The State can make good progress, but its main difficulty at present is precarious financial position.

11.16 Punjab : It is an educationally advanced State and has good resources. In spite of these advantages, the State has given a low priority to education and has not even provided funds for programmes which are inescapable. The Working Group has strongly recommended an increase in the allocation from Rs. 20 crores proposed by the State Government to about Rs. 26 crores which is the minimum requirement of the situation. If these funds can

be provided, and they can easily be, the State will be able to maintain its lead in education. One major problem it has to face is to develop a primary education still more rapidly.

11.17. Rajasthan: The State has a very good potential. Its educational standards are good and the quality of its teachers, much above average. Unfortunately, the State finds itself in a difficult financial situation and the plan has been reduced to a size where it is next to impossible even to maintain the minimum level of development. The main needs of the State are to raise additional resources, especially from non-Government sources, and to cut down its unit cost to reasonable levels so that further expansion could be facilitated. In primary education, it is still the lowest State in India and a supreme effort is needed to enable it to fulfil the Constitutional Directive with regard to primary education within a reasonable time.

11.18. Uttar Pradesh: The education plan, as it is now submitted by the State, is satisfactory. But it is based on a very ambitious plan size of Rs.1350 crores which is likely to be reduced to Rs.950 crores. In that even, the education plan may go down to Rs.355 crores and the situation in Uttar Pradesh will be as difficult as that in Bihar, Madhya Pradesh or Rajasthan. In addition the State has to make a very great effort to improve the remuneration of its teachers. All things considered, the educational situation in Uttar Pradesh is very difficult and needs careful attention and vigorous efforts.

11.19. West Bengal: This is the best plan received and accords the highest priority to education. Bengal is also an educationally advanced State. The main difficulty in this Plan has arisen from the fact that the figures of the total population of the State, and of its child population, have been upgraded very considerably, mainly owing to the influx of refugees. In spite of the large enrolment made in the last three years, therefore, the overall enrolment percentage at all levels have registered a severe drop and the State



is faced with a situation where, for the first time in modern history, its performance threatens to fall below the all-India average. The main difficulty which stands in the way of progress is lack of resources.

The main highlights of the Plan are:

(1) Provision of free primary education (classes I-V) in all urban areas other than Calcutta;

(2) Increasing facilities for free primary education in Calcutta very considerably;

(3) Adoption of 10+2+3 pattern;

(4) Organising an intensive programme of teacher education in unorthodox manner;

(5) Strengthening the State Institute of Education and shifting it to Calcutta; and

(6) Strengthening and reorganising the State Education Department.

11.20 It will thus be seen that the Plans of the States of Andhra Pradesh, Gujarat, Haryana, Jammu & Kashmir, Kerala, Madras, Maharashtra, Nagaland, Punjab and West Bengal need not cause any anxiety. In Assam, Bihar, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh the situation is obviously difficult. Special measures will be needed to watch the situation in these States and to assist them.

Ministry of Education  
New Delhi  
November 25, 1968

J.P. Naik  
Chairman  
Working Group on General Education

ANNEXURE I

(See paragraph 2.29 of the Report)

FINANCIAL ASPECTS OF THE DEVELOPMENT OF EDUCATION  
IN RAJASTHAN

For planning the development of education in Rajasthan on proper lines, three documents are proposed to be prepared and finalised :

- 1) A review of the development of education in Rajasthan State in the post-independence period (to cover broadly the years between 1947 and 1969);
- 2) A White Paper indicating the broad policies on which educational reconstruction will be attempted in the future; and
- 3) The Fourth Five Year Plan to cover the period from 1969-70 to 1973-74.

The first of these documents will contain a historical review and lay the foundation for the second. The White Paper will give a broad outline of the policies to be adopted but it will not commit Government to specific targets. The third document will contain the specific programmes of action for implementing the broad policies indicated in the White Paper during the course of the next five years. It will be worked out in all the necessary details.

II

MAIN POLICY: TO STIMULATE OTHER SOURCES OF EDUCATIONAL  
SUPPORT

2. The White Paper on Educational reconstruction in Rajasthan, which is the second of this series of three documents, has been drafted, as stated earlier, in broad general terms and does not commit Government to specific targets. It would, however, be necessary to remember that a serious attempt has to be made to implement the policies indicated in this document during the course of next 15-20 years. This will involve the continuous increase in total educational expenditure, probably at about ten per cent per year, so that the existing level of expenditure is increased (at constant prices) to about three times in a period of 15-20 years. For instance, the enrolment at the primary stage is now about 57 per cent of the population in the corresponding age-group. If universal education has to be provided, we will need about twice this amount. If allowance is to be made for programmes of qualitative improvement, growth of population, etc. about three times the amount will be needed. This is also broadly true of other sectors of education although, in their case, the improvements in quality will have to be far more significant than quantitative expansion. The question, therefore, arises as to how these resources can be raised or, in other words, how the total educational expenditure in Rajasthan can be increased, at about 10 per cent per year, and tripled in a period of about 15-20 years. It is this problem to which a solution is attempted in this brief paper.

3. Rajasthan has inherited a tradition in which most of the expenditure on education is provided by the State and the other sources of educational finance such as contributions of local authorities, fees and voluntary contributions of the people from a comparatively less significant proportion of the total educational expenditure. In the erstwhile Princely States, out of which the modern State of Rajasthan has developed, the Princes fully supported the few educational institutions they had established; they deliberately kept the fees at a low level; they did not require the municipalities, even where they did exist, to support education while local authorities in rural areas were generally not established; and finally they did not encourage private enterprise also so that the voluntary contributions of the people were kept to the minimum. In other words, the system of educational finance evolved in the erstwhile Princely States was a single-source system, namely, support of education through Government funds, supplemented to a very small extent by fees. With some modifications these are the systems of educational finance developed in the areas of the erstwhile British Indian provinces, say in States like Madras or Uttar Pradesh. Here, Government institutions were very few and most of the educational institutions were established either by local authorities or by private enterprise; the local authorities, i.e. municipalities in urban areas and district boards or councils in rural areas, were required to levy education cesses and contribute, to some extent, to the support of education; fees were levied generally at a higher level; and all private institutions were required to raise some resources of their own. With some modifications, these systems continue in these States even to this day. Taking 1965-66, for instance, more than 90 per cent of the total educational expenditure in Rajasthan has been met from State funds whereas the same percentage in States like West Bengal or Maharashtra or Uttar Pradesh or Madras will be about 60 (the all-India average is about 70 per cent).

4. The main choice of policy before the State therefore is this : Will it continue its present policies (the other sources are at present getting fewer and fewer and the liability of Government for support to education is increasing very rapidly) or will it deliberately strive to adopt a multiple-source finance system somewhat comparable to that which now exists in States like Maharashtra and Madras? It is submitted that the latter would be a far better alternative and more in the interests of education. It is of course true that, over a period of time, the systems of educational support in the different parts of the country will tend to be similar : Government will be compelled to assume somewhat larger responsibilities than it does at present in States like Madras or Maharashtra while in States like Rajasthan or Madhya Pradesh, the other sources will have to be deliberately stimulated to assume larger responsibilities. Such a movement towards a common pattern

is certainly desirable and should be encouraged. It is, therefore, assumed that the State will adopt the policy recommended above and make deliberate attempts, during the next 5-10 years, to stimulate other sources of financial support to education. What has been proposed in the subsequent sections of this paper is some detailed programmes in which this objective can be secured.

### III

#### FINANCING OF PRIMARY EDUCATION

5. Let me first take up the question of financing primary education. I will discuss it separately for rural and urban areas.

6. Primary Education in Rural Areas : At present, the total expenditure for financing of primary education in rural areas is of the order of about six crores or so, which is almost equal to the average annual collections from land revenue.\*

7. My specific proposals in this regard are as follows:

1) The administration of primary education which is now vested in the Panchayat Samitis at the block level should be transferred to the Zila Parishads at the district level. Each Zila Parishad should be required, by law, to establish a special Standing Committee on Education on the broad lines recommended by the Education Commission, namely, half of the members of the standing Committee should be members of the Zila Parishads and the other half should be educationalists who are not members of the Zila Parishad, but who would be elected to the Standing Committee by the Zila Parishad.

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2) The Zila Parishads should not merely be looked upon as an agent of the State Government in administering primary schools. They should be statutorily made responsible for the provision of universal primary education within their areas.

3) The following resources should be provided to the Zila Parishads for the due discharge of these responsibilities:

a) All land-revenue within the district should be transferred to the Zila Parishad. The responsibilities for its collection should, however, continue with the government. But the entire amounts collected from year to year should be handed over to the Zila Parishads. In most districts, the average income from the land revenue will be equal to or even more than the total expenditure on primary

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\*The precise figures will have to be checked up.

education incurred at present. It is exceeds, so far so good. But if it falls below, a block grant-in-aid should be sanctioned to the Zila Parishad concerned in such a manner that the total resources available to the Zila Parishad would be somewhat more than the total expenditure on primary education incurred at present. In other words, with the transfer of the land-revenue and the sanction of a block grant, the Zila Parishads should be left in a position where they can meet the entire expenditure incurred on primary education at present and also have some little balance left over for immediate development.

(b) A cess on land revenue at 20 paise per rupee should be levied immediately - it should be made obligatory on all Zila Parishads by law - and the entire proceeds of the cess should be made over to the Zila Parishads for the development of primary education. This will make it possible for them to go ahead with the programme.

(c) Each Zila Parishad should be empowered, under the law to increase the rate of cess to any amount it likes, not exceeding 100 paise per rupee; and in order to stimulate and encourage the Zila Parishads to exercise this authority, a matching grant from the State should be given for all amounts so raised by them.

8. Since the amount of land revenue varies from district to district, it will also be necessary, to institute a special grant to the poorer or backward districts to enable them to discharge their responsibilities for providing universal primary education.

9. If the above steps are taken, the Zila Parishads will have revenues at their disposal which will be about two to three times the present expenditure on primary education, and, barring unforeseen developments, it should be possible for them to provide universal primary education with this order of resources.

10. The main assumptions on which the above proposals are made are the following :

(a) the Agriculture sector is in a position to bear an additional load of taxation, partly in view of the rise in prices and partly in view of the greater productivity which has now become possible.

(b) It is but fair that, for the development of primary education in rural areas, a reasonable proportion of the amount required should be raised from the rural or agricultural sector itself.

(c) it is not politically convenient at present to increase land revenue or to impose a general cess thereon although, on financial grounds, such a measure is fully justified. However, the same purpose will be achieved if

the representatives of the rural areas are induced to tax themselves and are stimulated and encouraged to do so through matching grants provided by the State.

(d) At present, people are generally unwilling to pay general taxes to Government because there is a feeling that such payment is a one-way traffic which brings in no return. But they are willing to pay earmarked taxes for education if they cannot be assured that, the amount of tax paid by them, preferably with some additional funds provided by the State, can be used by them for providing better education to their children.

11. Contributions from Local Communities: In addition to these resources which will vest in the Zilla Parishads, it is possible to raise additional contributions from local communities in rural areas for the development of education. For instance, whenever a school is to be established in a village; and the people in Rajasthan are required to provide the building; and in most cases, they do so. In Madras, voluntary contributions are made from local communities in rural areas under a programme of what is called "School Improvement Conferences". Each such Conference is organised for a group of schools. List of deficiencies in these schools (including buildings and equipment) are prepared and publicised and people are requested to contribute, in cash and kind, to remove them. The programme is very well organised and very well developed and the total collections made in the State are more than a crore of rupees every year. Apart from such programmes of seeking local contributions for non-recurring programmes (which, to a greater or a lesser extent are found in most States), it is also possible to obtain some contributions from local communities for recurring expenditure also, and this is one of the major recommendations of the Education Commission.

12. It is therefore recommended that Rajasthan should make an effort to secure contributions of local communities for recurring as well as non-recurring expenditure on primary education. From this point of view the following concrete proposals are put forward :-

(1) The well established tradition in Rajasthan that people contribute the building for a new school to be established in the locality should be maintained and such

contributions should always be insisted upon when new schools are established. The only exception will be very poor or tribal areas. Such exceptions are being made even now and may continue.

(a) There is no practice, at present, of asking for contribution from the local community when extensions to the school buildings are needed. Such a new tradition should be created. It is true that such contributions may not be on a 100% basis as in the case of a new school being established. But that does not matter. A scheme should be drawn up for the local community and the Zila Parishad to share the additional expenditure involved in the additions or improvements to existing school buildings.

(3) The assistance of the community may also be enlisted to provide equipment for primary schools. This may be done by organising a programme of "School Improvement Conference" on the lines of Madras State. Alternatively, a regular scheme should be drawn up under which the Zilla Parishad would make a grant-in-aid to a primary school for purchase of equipment it requires provided a certain proportion of the total amount needed was contributed for by the local community in cash or kind.

(4) A wider proposal would be to make the local community share in the recurring expenditure of a primary school (including purchase of equipment) but excluding teachers' salaries. It is from this point of view that the Education Commission recommended the establishment of a school fund in every school. This fund may consist of

contributions made by the local Panchayats and voluntary organizations from the public. It should receive some assistance from the Zilla Parishad on an agreed basis and the entire amount should be available for expenditure on the school for the items specified above. A local committee may be set up, with the headmaster of the primary school as Secretary, to manage this fund. The collections made for the school may be small in each individual village. But their total would be very large and form a substantial relief to the State. Besides, this would maintain local interest in the school and bring the school and community together in a programme of mutual service and support which will be a great gain in itself.

12. Primary Education in Urban Areas: The urban communities are more conscious about education and more well-to-do. There is therefore every reason to entrust them with the responsibility for providing primary education in their areas and for also insisting that they raise some local resources for the support of primary education. At present, the rural communities in Rajasthan are expected, in principle, to administer primary education and to support it to some extent. In practice also, they do make some direct payment for primary education. But the urban communities do not have any corresponding obligation. This is contrary to the principles of social justice and is also resented. It is therefore recommended that both urban and rural communities should be required to pay for primary education in their areas. If anything, the contributions expected from urban areas should be larger than those from the rural areas.

13. From this point of view, the following proposals are put forward:

(1) In the bigger municipalities, especially in cities which have a population of one lakh and more, the municipalities should be made responsible by law to provide primary education in their areas. On the lines recommended above for the Zilla Parishads, they should constitute standing committees on education. A suitable system of grant-in-aid should be devised for assisting such municipalities.

(2) The smaller municipalities will not be in a position to manage primary schools in their areas. This responsibility should therefore be undertaken either by the State Governments or by the Zilla Parishads on their behalf. But even in the areas of all such municipalities, there should be a compulsory education cess levied on landed property. This cess should be collected by Government and made over to the authority managing schools.

#### IV FINANCING OF SECONDARY SCHOOLS AND COLLEGES

14. For reducing the direct burden on the State



Governments of financing secondary schools and colleges, two methods are generally adopted;

(a) Private effort is encouraged so that the voluntary contributions of the people meet a fair proportion of the total expenditure on education; and

(b) the rates of fees charged are kept at a fairly high level.

In West Bengal, for instance, most of the secondary schools are private and the rates of fees are fairly high. In Maharashtra, most of the colleges are in the private sector and the rates of fees are also fairly high. In Rajasthan, however, a large part of the burden of financing secondary schools and colleges falls directly upon the State because (a) the rates of fees charged are very low, and (b) the extent of private enterprise is limited. It is not possible nor desirable to increase fees in secondary schools. In colleges, it is desirable to increase the fees. But there are many practical difficulties in implementing the proposal. All things considered, therefore, it is recommended that, in order to reduce the direct responsibility on Government for secondary schools and colleges in Rajasthan, the following two measures should be adopted:

- (1) Greater encouragement should be given to private enterprise;
- (2) A system of betterment funds should be introduced on the lines recommended by the Education Commission (or the Education Fund should be instituted) in all schools and colleges, or at least, in all Government schools and colleges.

15. Encouragement to Private Enterprise: The extent of private enterprise in Rajasthan is limited and steps will have to be taken to expand it. Care should, however, be taken to ensure that only good institutions are encouraged.

16. The Grant-in-aid to private secondary schools and colleges can be designed on a number of different bases. But whatever the basis adopted, it should satisfy the following main criteria:

(1) The position of teachers in private secondary schools and colleges should be safeguarded and it would therefore be better to give grant-in-aid on a 100% basis for the salaries of teachers:

(2) The total grant-in-aid per student to be given to any private institution should not ordinarily exceed about 90 or 95 per cent of the cost per student in a similar institution conducted by Government. This is based on the assumption that encouragement to private

enterprise must result in some saving, however small, to Government;

(3) The private institutions should be free to charge fees within a range of rates prescribed by Government in order to meet all expenditure recommended by the Education Commission. This should consist of (i) funds raised from the local public through donations and contributions; and (ii) a 'betterment fund' levied from students at rates prescribed by Government. This education should also be assisted by Government on an agreed basis. The entire amount of this fund should be available for improvement of facilities in the secondary school or college. A suitable committee may be established, with the principal of the school or college as secretary, to take decisions regarding the utilisation of this fund. If properly managed, such funds can be made to contribute a fair proportion of the expenditure in secondary schools and colleges, other than the salaries of teachers.

19. Non-recurring Expenditure on Buildings of Secondary Schools and Colleges: For non-recurring expenditure even now, there is a tradition that the people contribute a good amount for construction of the building of the high school or the college. On the lines recommended earlier for primary schools, some contributory basis with the local community should be established for extensions or additions to the building or for purchase of additional equipment for Government Secondary Schools and colleges.

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UNECONOMIC INSTITUTIONS

20. Educational expenditure often mounts up because of bad planning of the location of educational institutions. Efficiency rises and cost per student comes down when institutions are properly located and developed to an optimum size. At present, there is a large number of institutions in Rajasthan which are too small to be economic and efficient. There is also a good deal of over-lapping and waste. It is therefore suggested that the location of educational institutions of different categories should be carefully planned, district by district, and every effort should be made to see that new institutions to be started are in accordance with such plans.

Annexure II

(see paragraph 4.02 of the Report)

POST-GRADUATE EDUCATION

The UGC has made the following recommendation regarding post-graduate education and university centres:-

The UGC feels that the Act of a University should not, by law, exclude colleges from participating in post-graduate education for conducting their own post-graduate classes. However it is most important that in practice (i) post-graduate courses are only started, whether in a university or a college, when it can be ensured to achieve proper standards; (ii) available facilities relevant to post-graduate courses should be pooled together to obtain maximum advantage; and as such colleges located, say, within 10 miles radius at the headquarters of a university, should not provide post-graduate courses on their own but the teachers (qualified) of these colleges may participate in post-graduate teaching conducted by the university (as for example in the case of Delhi University); and further there should be provision for research, as at the post-graduate stage teaching and research should go together."

With regard to the setting up of University Centres of Post-graduate Studies, it is felt that this may be taken up only by universities which have well established departments of post-graduate studies at the headquarters, so that the Universities are in a position to provide adequate assistance and offer guidance for the development of post-graduate centres. These centres can generally be organised only at places which have a cluster of good colleges providing a sound base of undergraduate education.

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TABLE NO. I

TOTAL ALLOCATION IN THE NEW FOURTH FIVE YEAR PLAN (1969-74)

State	Total Allocation in Old Fourth Plan Rs. (in lakhs)	Total Allocation in the New Fourth Plan Rs. (in lakhs)	Increase Rs. (in lakhs)	Decrease Rs. (in lakhs)
1	2	3	4	5
1. Andhra Pradesh	52200.00	65100.00	+ 12900.00	
2. Assam Plains/ Hill Area	14000.00 5000.00	35000.00 8810.00	+ 21000.00 + 3810.00	
3. Bihar	54500.00	49400.00		- 5100.00
4. Gujarat	44600.00	56600.00	+ 12000.00	
5. Haryana	16840.00	26200.00	+ 9360.00	
6. Jammu & Kashmir	12600.00	17200.00	+ 4600.00	
7. Kerala	29300.00	46700.00	+ 17400.00	
8. Madhya Pradesh	45800.00	55300.00	+ 9500.00	
9. Madras	56400.00	62400.00	+ 6000.00	
10. Maharashtra	95100.00	100000.00	+ 4900.00	
11. Mysore	42100.00	44000.00	+ 1900.00	
12. Nagaland	3000.00	5866.00	+ 2866.00	
13. Orissa	30000.00	32100.00	+ 2100.00	
14. Punjab	28000.00	32500.00	+ 4500.00	
15. Rajasthan	31300.00	31300.00	-	
16. Uttar Pradesh	92600.00	135000.00	+ 42400.00	
17. West Bengal	49300.00	58400.00	+ 9100.00	
<b>TOTAL STATES</b>	<b>702640.00</b>	<b>861876.00</b>	<b>+159236.00</b>	<b>- 5100.</b>

Table No. II

ALLOCATIONS TO ALL EDUCATION (1969-74)

State	Allocations to All Education			
	In the Old Fourth Plan		In the New Fourth Plan	
	Amount (Rs in lakhs)	Percentage to Total State Plan Outlay	Amount (Rs in lakhs)	Percentage to total State Plan Outlay
1. Andhra Pradesh	3756.00	7.2	4999.00	7.7
2. Assam Plain, Hill Areas	1970.00 681.00	14.0	3084.00 1191.00	9.8
3. Bihar	5460.00	10.0	4042.00	8.2
4. Gujarat	3360.00	7.5	3470.00	6.1
5. Haryana	1365.00	8.1	2065.00	7.9
6. Jammu & Kashmir	900.00	7.1	1094.00	6.4
7. Kerala	2751.00	9.4	2830.00	6.1
8. Madhya Pradesh	5000.00	10.9	3910.00	7.1
9. Madras	6317.00	11.2	6036.00	9.7
10. Maharashtra	9204.00	/	7030.00	7.0
11. Mysore	2956.00	7.0	2300.00	5.2
12. Nagaland	436.85	14.6	700.00	12.0
13. Orissa	2700.00	9.0	2679.00	8.3
14. Punjab	2702.00	9.7	2050.00	6.3
15. Rajasthan	2449.00	7.3	1625.00	5.2
16. Uttar Pradesh	7576.00	3.2	11986.00	8.9
17. West Bengal	7772.00	15.6	7735.00	13.2
Total (State)	67 355.85	9.4	68826.00	8.0

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Table No. III

ALLOCATIONS TO GENERAL EDUCATION (1969-70)

(Rs. in lakhs)

State	<u>Allocations to General Education</u>		<u>For New Fourth Plan</u>		<u>Recommended by the Working Group</u>	
	<u>For Old Fourth Plan</u>					
	Amount	Percent- age to total State Plan Outlay.	Amount	Percent- age to total State Plan Outlay.	Amount	Per- centage to total Plan Outlay.
1	2	3	4	5	6	7
1. Andhra Pradesh	3331.00	6.4	4499.00	6.7	4474.00	6.9
2. Assam Plains/ Hill Areas	1729.90 625.00	12.4	2317.23 1098.10	7.8	1660.94 700.00	5.4
3. Bihar	5010.00	9.2	3500.00	7.1	5106.05	10.3
4. Gujarat	2879.89	6.5	3140.30	5.6	3155.30	5.6
5. Haryana	1100.00	6.5	1735.05	6.6	1860.55	7.1
6. Jammu & Kashmir	764.41	6.1	978.00	5.7	888.07	5.1
7. Kerala	2226.00	7.6	2364.78	5.1	2700.28	5.8
8. Madhya Pradesh	4400.00	9.5	3321.00	6.0	3877.66	7.0
9. Madras	5505.00	9.8	5367.71	8.6	5515.21	8.8
10. Maharashtra	7768.00	8.2	5730.00	5.7	7100.69	7.1
11. Mysore	2539.00	6.0	2000.00	4.5	2042.00	4.6
12. Nagaland	406.85	13.5	658.01	11.2	557.14	9.5
13. Orissa	2400.00	8.0	2432.56	7.6	2431.81	7.6
14. Punjab	2360.00	8.4	2000.00	6.2	2581.42	7.9
15. Rajasthan	2149.00	5.9	1584.86	5.1	2436.36	7.8
16. Uttar Pradesh	5850.00	5.3	9986.00	7.4	9966.00	7.4
17. West Bengal	6288.00	12.8	7228.00	12.4	7228.00	12.4
TOTAL	57332.05	8.2	59940.79	7.0	64281.48	7.4

Table No. IV

Programme of Pre-Primary Education\*(1969-74)

State	Provision for Pre-Primary Education in the new Fourth Plan			
	As proposed by the State Governments Rs. (in lakhs)	Percentage to total out- lay on General Education	As pro- posed by the working Group Rs. (in lakhs)	Percentage to total outlay on General Education
1. Andhra Pradesh	7.45	0.2	1.00	0.0
2. Assam Plains	10.00	0.5	1.00	0.1
Hill Areas	6.00		1.00	
3. Bihar	5.00	0.1	2.00	0.0
4. Gujarat	12.00	0.4	12.00	0.4
5. Haryana	1.75	0.1	1.75	0.1
6. Jammu & Kashmir	-	-	-	-
7. Kerala	6.00	0.2	6.00	0.2
8. Madhya Pradesh	5.00	0.2	5.00	0.1
9. Madras	5.00	0.1	5.00	0.1
10. Maharashtra	-	-	-	-
11. Mysore	10.00	0.5	10.00	0.5
12. Nagaland	0.72	0.1	0.72	0.1
13. Orissa	-	-	-	-
14. Punjab	-	-	-	-
15. Rajasthan	-	-	-	-
16. Uttar Pradesh	22.84	0.2	22.84	0.2
17. West Bengal	-	-	-	-
Total	91.76	0.2	68.31	0.1

\*The allocation shown here has been included under  
Elementary Education.

TABLE No. V

## Additional Enrolments in Classes I-V

(in lakhs)

S t a t e	Enrolment at the end of 1968-69.	Additional Enrol- ments in Fourth Plan		Enrolments at the end of 1973-74	
		As sugges- ted by the Central Planning Group.	As propo- sed by the States	As sugges- ted by the Central Planning Group.	As propose by the State.
1	2	3	4	5	6
1. Andhra Pradesh	37.94	13.84	13.60	52.60 (87.7)	51.54 (86.0)
2. Assam	14.44 (71)	5.62	4.28	22.27 (85.4)	18.72 (78)
3. Bihar	44.44 (57.4)	15.48	15.02	59.89 (70.1)	59.46 (69.6)
4. Gujarat	29.88 (85)	9.60	7.50	44.56 (106.5)	37.38 (93)
5. Haryana	8.50 (64)	4.02	4.30	12.52 (76.00)	12.80 (80)
6. Jammu & Kashmir	3.37	1.45	1.49	5.60 (99.3)	4.86 (85.7)
7. Kerala	31.97 (119)	5.25	4.00	36.45 (118.4)	35.97 (117)
8. Madhya Pradesh	32.48	14.42	10.00	47.40 (78.2)	42.48 (68)
9. Madras	48.82 (91)	7.35	7.50	56.17 (115.3)	56.32 (100)
10. Maharashtra	59.99 (94.5)	20.44	13.43	80.23 (108.4)	73.42 (103.4)
11. Mysore	34.50 (89.0)	11.90	9.06	46.41 (107.7)	43.56 (101.0)
12. Nagaland	0.65	0.10	0.10	0.67 (106.3)	0.75 (125)
13. Orissa	20.31 (56)	6.87	5.77	28.07 (90.5)	26.08 (84)
14. Punjab	13.56 (70.8)	7.03	5.03	21.27 (88.10)	18.59 (80)
15. Rajasthan	20.13 (56)	8.03	4.80	28.33 (69.7)	24.93 (61)
16. Uttar Pradesh	89.45 (84)	27.83	17.96	126.27 (96.2)	116.41 (89)
17. West Bengal	43.60 (72.5)	14.15	15.05	58.15 (83.7)	58.65 (85)
TOTAL	543.03	173.38	138.89	726.95	681.92

N.B. Figures in parenthesis give percentage to total population in the age-group concerned.



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TABLE No. VI

Additional Enrolments in Classes VI-VIII

State	Enrolments at the end of 1968-69 (in lakhs)	Additional Enrol- ments in Fourth Plan (in lakhs)		Enrolments at the end of 1973-74 (in lakhs)	
		As sugg- ested by the Cent- ral Pla- nning Group.	As pro- posed by the States.	As sugg- ested by the Cent- ral Plg. Group.	As pro- posed by the State.
1.	2	3	4	5	6
1. Andhra Pradesh	5.80 (32)	4.11	2.40	11.95 (36.6)	8.20 (40)
2. Assam	2.98 (28)	1.94	2.94	5.53 (40.8)	5.92 (45)
3. Bihar	8.21 (20)	3.65	4.13	11.86 (25.3)	12.34 (26)
4. Gujarat	7.27 (39)	4.74	2.75	12.53 (57.0)	10.02 (47)
5. Haryana	3.05 (43)	1.31	1.20	4.02 (47.9)	4.25 (53)
6. Jammu and Kashmir	0.99 (39)	0.56	0.71	1.67 (56.8)	1.70 (60)
7. Kerala	10.94 (77)	4.44	0.40	15.79 (95.8)	11.34 (69)
8. Madhya Pradesh	6.90 (24)	4.40 जयते	2.50	11.41 (33.9)	9.40 (26)
9. Madras	13.84 (59)	8.75	6.00	22.59 (80.2)	19.84 (80)
10. Maharashtra	16.10 (47)	8.85	6.75	24.95 (63.0)	22.89 (62)
11. Mysore	7.39 (36)	4.00	7.99	11.39 (48.2)	15.38 (65)
12. Nagaland	0.15 ( )	0.10	0.15	0.22 (64.6)	0.30
13. Orissa	3.59 (25)	3.20	3.45	7.66 (45.9)	7.04 (42)
14. Punjab	4.11 (43)	1.99	1.81	6.25 (50.7)	5.92 (50)
15. Rajasthan	4.32 (23)	2.52	2.24	6.94 (31.6)	6.56 (30)
16. Uttar Pradesh	16.59 (27)	8.57	10.00	25.16 (35.10)	26.59 (37)
17. West Bengal	9.90 (32.2)	4.65	4.46	13.95 (37.7)	14.36 (40)
TOTAL	122.13	67.88	59.92	193.87	182.05

Table No. VII

Additional Primary Teachers ( 1969-74)

State	No. of Additional Teachers required ( 1969-74)			
	For classes I-V		For classes VI-VIII	
	As proposed by the State Government	As proposed by the Working Group	As proposed by the State Government	As proposed by the Working Group
1	2	3	4	5
1. Andhra Pradesh	1,100	25,000	10,250	7,000
2. Assam Plains	10,700	6,000	8,700	4,000
Hill Areas	2,000	2,000	1,200	1,200
3. Bihar	37,000	62,000	3,000	11,000 <sup>(2)</sup>
4. Gujarat	NA	NA	11,000 <sup>(1)</sup>	11,000
5. Haryana	8,000	8,000	3,550	3,550
6. Jammu & Kashmir	1,880	1,880	480	480
7. Kerala	3,500	3,500 <sup>(3)</sup>	3,000	6,000
8. Madhya Pradesh	7,000	10,000	4,750	3,000
9. Madras	18,750	18,750	17,100	17,100
10. Maharashtra	20,000	30,000	15,000	15,000
11. Mysore	NA	NA	10,000 <sup>(1)</sup>	10,600 <sup>(1)</sup>
12. Nagaland	500	400	180	280
13. Orissa	14,000	14,000	1,232	1,232
14. Punjab	8,000	10,000	2,900	3,900
15. Rajasthan	6,000	12,000	1,000	3,000
16. Uttar Pradesh	72,600	72,600	35,600	35,600
17. West Bengal	NA	NA	37,645 <sup>(1)</sup>	37,645 <sup>(1)</sup>
Total	2,11,030	2,76,130	1,66,637	1,76,637

(1) Represents the number for total elementary.

(2) The Working Group recommended increase in the number of teachers at the lower primary, but no number indicate

(3) Increase recommended but number not indicated.

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Table No. VIII

Allocation proposed for Special Programmes for  
Girls' Education ( 1969-74)

State	Allocation proposed by the State Government		Allocation recommended by the Working Group	
	Elementary Education (Rs. in lakhs)	Secondary Education (Rs. in lakhs)	Elementary Education (Rs. in lakhs)	Secondary Education (Rs. in lakhs)
1. Andhra Pradesh	-	37.99	-	37.99
2. Assam Plains	12.50	17.30	12.50	17.30
Hill Areas	-	-	-	-
3. Bihar	124.00	60.00	124.00	60.00
4. Gujarat	-	-	-	-
5. Haryana	-	13.00	10.00	13.00
6. Jammu & Kashmir	0.97	6.00	5.00	6.00
7. Kerala	-	-	-	-
8. Madhya Pradesh	25.00	25.00	50.00	25.00
9. Madras	-	-	-	-
10. Maharashtra	4.00	30.00	4.00	30.00
11. Mysore	-	-	-	-
12. Nagaland	5.04	11.06	5.04	11.06
13. Orissa	25.80	41.26	50.00	41.26
14. Punjab	6.50	7.55	6.50	7.55
15. Rajasthan	-	-	25.00	15.00
16. Uttar Pradesh	59.02	96.30	59.02	96.30
17. West Bengal	254.00	141.00	254.00	141.00
TOTAL	516.83	486.46	605.06	501.46

Table No. IX

Allocations for State Institutes of Education  
and other Allied Institutions( 1969-74)

State	Allocations proposed by the State Government ( Rs. in lakhs )	Allocations recommended by the Working Group ( Rs. in lakhs)
1	2	3
1. Andhra Pradesh	239.59	239.59
2. Assam	14.35	17.00
3. Bihar	26.00	26.00
4. Gujarat	15.00	15.00
5. Haryana	15.00	20.00
6. Jammu & Kashmir	1.00	1.00
7. Kerala	66.00	66.00
8. Madhya Pradesh	10.00	10.00
9. Madras	36.00	36.00
10. Maharashtra	62.98	62.98
11. Mysore*	-	-
12. Nagaland **	-	-
13. Orissa	3.05	10.00
14. Punjab	60.00	60.00
15. Rajasthan	5.00	10.00
16. Uttar Pradesh***	-	-
17. West Bengal	-	86.00
<b>TOTAL</b>	<b>548.97</b>	<b>844.57</b>

\* Included in other education programmes.

\*\* Not needed.

\*\*\* The coordination between CPI, Allahabad and  
SIE, Allahabad will have to be discussed.

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Table No. X

Allocation proposed for the Development of  
Science Education at the School Stage (1969-74)

(Rs. in lakhs)				
State	Allocation proposed by the State Government		Allocation proposed by the Working Group	
Union Terri- tory	Elementary Education	Secondary Education	Elementary Education	Secondary Education
1	2	3	4	5
1. Andhra Pradesh	**	185.60	**	185.60
2. Assam Plains	8.06	16.40	8.06	16.40
Hill Areas	5.75	8.25	5.75	8.25
3. Bihar	(+++ )	(+++ )	(+++)	(+++)
4. Gujarat	-	40.00*	-	40.00*
5. Haryana	-	53.00	10.00	53.00
6. Jammu & Kashmir	9.37	88.29	9.37	88.29
7. Kerala	44.00	100.00	44.00	100.00
8. Madhya Pradesh	30.00	324.00	30.00	174.00
9. Madras	(+)	300.00	(+ )	300.00
10. Maharashtra	-	64.28*	-	64.28*
11. Mysore	10.00	-	10.00	-(++)
12. Nagaland	4.50	6.30	4.50	6.30
13. Orissa	13.90	9.78	13.90	19.78
14. Punjab	26.23	36.93	26.23	36.93
15. Rajasthan	10.00	139.00	20.00	39.00
16. Uttar Pradesh	245.72	189.17	245.72	189.17
17. West Bengal	**	41.00	**	41.00
Total	407.53	1602.00	427.53	1362.00

- \* Combined figure for elementary and secondary stage  
 \*\* Built into additional facilities for primary school  
 (+ ) Is built into the general primary school programme  
 (++) Not shown separately  
 (+++) Included under a total provision for qualitative improvement

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Table No. XI

ALLOCATIONS TO PROGRAMMES OF ELEMENTARY  
EDUCATION (1969-74)

State	Total Outlay on Elementary Education			Per- cent- age to total
	As proposed by State Govt. (in lakhs) Rs.	% to Total	As recommended by the Working Group (in lakhs) Rs.	
1	2	3	4	5
1. Andhra Pradesh	1449.29	32.2	1726.00	38.6
2. Assam Plains/ Hill Areas	971.69 241.00	41.9 21.9	496.93 211.90	29.9 30.3
3. Bihar	2203.95	63.0	3743.00	73.3
4. Gujarat	955.20	29.9	955.20	30.0
5. Haryana	937.25	54.0	986.75	53.0
6. Jammu & Kashmir	198.87	20.3	206.90	23.3
7. Kerala	847.00	35.8	1183.00	43.8
8. Madhya Pradesh	1197.34	36.2	2070.00	53.4
9. Madras	2660.47	49.6	2695.47	48.9
10. Maharashtra	1492.09	26.0	2729.29	38.4
11. Mysore	950.00	47.5	1032.00	50.0
12. Nagaland	210.58	32.0	192.21	34.5
13. Orissa	865.53	35.6	905.53	36.8
14. Punjab	969.53	48.5	1310.00	50.8
15. Rajasthan	702.00	44.3	1568.50	64.5
16. Uttar Pradesh	6627.57	66.4	6627.57	66.4
17. West Bengal	3390.00	46.9	3459.00	47.8
TOTAL	26869.16	44.8	32099.25	49.9

TABLE NO. XII

New Secondary Schools (1969-74)

State	No. of new Secondary Schools proposed to be opened by the State Government.
1. Andhra Pradesh	700
2. Assam	250 ) 50 )
3. Bihar	Not available
4. Gujarat	-do-
5. Haryana	120
6. Jammu & Kashmir	80
7. Kerala	Not available (2)
8. Madhya Pradesh	150
9. Madras	Not available
10. Maharashtra	1000
11. Mysore	10 (1)
12. Nagaland	5
13. Orissa	Not available
14. Punjab	125
15. Rajasthan	75
16. Uttar Pradesh	Not available
17. West Bengal	500
Total	3165 for areas where data was available.

(1) Represents Government efforts. Size of non-Government effort is not known.

(2) Kerala proposes to limit new schools to the bare minimum.

Table No. XIII

## Additional Enrolments in Classes IX-XI

6

( in lakhs)

State	Enrolment at the end of 1968-69 (in lakhs)	Additional Enrolments in Fourth Plan		Enrolments at the end of 1973-74	
		As suggested by the Central Planning Group	As propo- sed by the States	As sugges- ted by the Central Planning Group.	As pro- posed by the Stat
1	2	3	4	5	6
1. Andhra Pradesh	4.15(15)	2.39	2.02	6.70(22.6)	6.17(22
2. Assam	2.28(18.4)	1.50	1.54	4.15(34.4)	3.82(25
3. Bihar	5.02(13)	2.18	2.95	7.20(16.5)	7.97(18
4. Gujarat	4.16(25)	1.84	2.25	5.35(21.2)	6.41(33
5. Haryana	1.17(18)	(a)	0.50	(a)	1.67(23
6. Jammu & Kashmir	0.53(28)	0.20	0.37	0.60(22.5)	0.90(43
7. Kerala	4.43(33)	2.53	0.40	7.19(41.8)	4.83(33
8. Madhya Pradesh	3.40(13)	1.89	1.50	5.35(17.3)	4.90(16
9. Madras	7.07(37)	4.08	4.00	11.08(42.0)	11.07(55
10. Maharashtra	7.77(25)	4.41	2.70	12.18(34.1)	10.47(30
11. Mysore	3.19(18)	1.45	3.65	4.64(21.6)	6.84(32
12. Nagaland	0.06(17)	0.02	0.14	0.06(19.3)	0.20(60
13. Orissa	1.68(13)	1.30	2.80	3.70(24.4)	4.48(30
14. Punjab	1.77(15)	(a)	1.00	(a)	2.77(20
15. Rajasthan	1.83(11)	1.00	0.77	2.83(14.4)	2.60(13
16. Uttar Pradesh	9.30(13)	4.03	6.00	13.33(20.4)	15.30(
17. West Bengal	5.45(20)	2.84	2.57	7.20(21.9)	8.02(2
Total	63.26	32.78	35.16	95.36	98.42

N.B. Figures in parenthesis give percentage to total population in the age-group concerned.

(a) Only combined figures available for Punjab & Haryana (1.12 l in 1968-69 and 3.80 lakhs in 1973-74)



Table No. XIV

Additional Secondary Teachers ( 1969-74)

State	Number of additional teachers required for Classes IX-XI	
	As proposed by the State Government	As recommended by the Working Group
1	2	3
1. Andhra Pradesh	3,222	2,700
2. Assam Plains	5,300	4,400
Hill Area	640	640
3. Bihar	464	464
4. Gujarat	6,000	6,000
5. Haryana	1,680	1,680
6. Jammu & Kashmir	699	699
7. Kerala	1,500	3,000
8. Madhya Pradesh	N.A.	N.A.
9. Madras	10,000	10,000
10. Maharashtra	11,000	11,000
11. Mysore	3,000	3,000
12. Nagaland	30	30
13. Orissa	4,700	4,700
14. Punjab	1,860	1,860
15. Rajasthan	1,500	1,500
16. Uttar Pradesh	20,000	20,000
17. West Bengal	21,450	21,450
Total	93,045	93,123

Table No. XV

ALLOCATIONS TO PROGRAMMES OF SECONDARY EDUCATION (1969-74)

State	Total Outlay on Secondary Education			
	As proposed by State Government (in lakhs) Rs	% to Total	As recommended by the Working Group (in lakhs) Rs	% to Total
1	2	3	4	5
1. Andhra Pradesh	1038.35	23.1	897.03	20.8
2. Assam Plains	427.31	18.4	365.95	22.0
Hill Areas	175.00	15.9	166.00	23.7
3. Bihar	338.50	9.7	338.50	6.6
4. Gujarat	887.85	28.3	887.85	27.9
5. Haryana	324.00	18.7	329.00	17.7
6. Jammu & Kashmir	197.12	20.2	197.12	22.3
7. Kerala	355.00	15.0	530.00	19.6
8. Madhya Pradesh	1234.76	36.5	924.76	23.8
9. Madras	1595.25	29.7	1682.75	30.5
10. Maharashtra	2211.08	38.6	2254.48	31.8
11. Mysore	425.00	21.3	385.00	18.9
12. Nagaland	43.84	6.7	83.84	7.9
13. Orissa	632.66	26.0	504.36	20.6
14. Punjab	461.25	26.1	695.20	26.9
15. Rajasthan	430.00	27.1	334.00	13.7
16. Uttar Pradesh	1487.20	14.9	1487.20	14.9
17. West Bengal	1767.00	24.5	1605.00	22.2
TOTAL	14031.17	23.4	13628.34	21.2

Table No.XVI

Additional Enrolment anticipated at the  
University Stage (1969-74)

State	Additional enrolment in courses of Arts, Commerce and Science	Additional enrolmen in Science Courses only.
1	2	3
1. Andhra Pradesh	30,000	20,000
2. Assam	N.A.	N.A.
3. Bihar	25,000	10,000
4. Gujarat	38,000	9,000
5. Haryana	30,000	10,000
6. Jammu & Kashmir	23,000	N.A.
7. Kerala	N.A.	N.A.
8. Madhya Pradesh	10,000	3,000
9. Madras	40,000	14,000
10. Maharashtra	90,000	45,000
11. Mysore	88,000	44,000
12. Nagaland	223	81
13. Orissa	25,000	19,500
14. Punjab	15,000	5,000
15. Rajasthan	25,000	10,000
16. Uttar Pradesh	40,000	10,000
17. West Bengal	43,000	10,000
TOTAL	5,22,223	2,09,681

Table No. XVII

## ALLOCATIONS TO PROGRAMMES OF UNIVERSITY EDUCATION (1969-74)

State	Total outlay on University Education			
	As proposed by State Government (in lakhs)	% to Total	As recommended by the Working Group (in lakhs)	% to Total
	Rs.		Rs.	
1	2	3	4	5
1. Andhra Pradesh	1121.67	24.9	991.55	22.2
2. Assam Plains	538.04	23.2	415.22	25.0
Hill Areas	549.85	50.1	189.85	27.1
3. Bihar	338.00	11.0	541.00	10.6
4. Gujarat	435.00	13.6	410.00	12.0
5. Haryana	319.90	18.4	349.90	18.8
6. Jammu & Kashmir	243.24	22.9	263.24	29.6
7. Kerala	838.03	35.4	662.53	24.5
8. Madhya Pradesh	680.00	20.5	650.00	16.8
9. Madras	850.00	15.8	825.00	15.0
10. Maharashtra	930.68	16.2	930.68	13.1
11. Mysore	290.00	14.5	290.00	14.2
12. Nagaland	16.84	2.6	16.84	3.0
13. Orissa	700.95	28.8	690.95	28.1
14. Punjab	395.65	19.8	400.65	15.6
15. Rajasthan	342.00	21.6	400.00	16.4
16. Uttar Pradesh	1007.51	10.1	1007.51	10.1
17. West Bengal	1035.00	14.3	982.00	13.6
TOTAL	10682.36	17.8	10016.92	15.6

Table No. XVIII

Allocations to Programmes of Teacher Education (1969-74)

State	Total outlay on Teacher Education			
	As proposed by State Government (Rs. in lakhs)	% to Total	As recommended by the Working Group (Rs. in lakhs)	% to Total
1	2	3	4	5
1. Andhra Pradesh	183.12	4.1	174.37	3.9
2. Assam Plains	138.62	6.0	138.62	3.3
Hill Areas	65.25	5.9	65.25	9.3
3. Bihar	127.00	3.6	102.00	2.0
4. Gujarat	99.25	3.1	99.25	3.1
5. Haryana	65.00	3.8	65.00	3.5
6. Jammu & Kashmir	134.54	13.6	22.49	2.5
7. Kerala	68.75	2.9	68.75	2.6
8. Madhya Pradesh	15.00	0.5	15.00	0.4
9. Madras	98.50	1.9	98.50	1.8
10. Maharashtra	234.74	4.1	234.74	3.3
11. Mysore	50.00	2.5	50.00	2.4
12. Nagaland	39.34	6.0	39.34	7.1
13. Orissa	82.67	3.4	82.67	3.4
14. Punjab	5.70	0.3	5.70	0.2
15. Rajasthan	20.00	0.1	20.00	0.8
16. Uttar Pradesh	220.65	2.2	220.65	2.2
17. West Bengal	309.00	4.3	309.00	4.3
TOTAL	1939.13	3.2	1811.33	2.8

TABLE NO. XIX

PERCENTAGE OF TRAINED TEACHERS (1969-74)

State	Percentage of trained teachers to total			
	Primary		Secondary	
	1968-69	1973-74	1968-69	1973-74
1	2	3	4	5
1. Andhra Pradesh	N.A.	N.A.	N.A.	N.A. (1)
2. Assam Plains	56	75	17.3	35
Hills Areas	32 Primary) 22.51 Middle )	49 22.5 %	14.6	25
3. Bihar	82	100	55.3	35
4. Gujarat	75	85	30.0	95
5. Haryana	98.8	99.1	94.6	95.3
6. Jammu & Kashmir	73.4	100.0	80.7	39.8
7. Kerala	91.0	N.A.	87.0	N.A.
8. Madhya Pradesh	90.0	100	70	60
9. Madras	99.0	99.0	96.1	100
10. Maharashtra	85	86	77	85
11. Mysore	68	79	58	59
12. Nagaland	L.P. 19.85 % H.P. 12.20 %	60 % 18 %	12.12	47
13. Orissa	L.P. 67.5 % H.P. 27.8 %	67.1 % 38.3 %	51.9	88.2
14. Punjab	100	100	100	100
15. Rajasthan	84.1	100	63	100
16. Uttar Pradesh	87	98	85	96
17. West Bengal	45.2	50	33	60

(1) All the additional teachers to be appointed during the 4th Plan will be trained.

L.P. - Lower Primary

H.P. - Higher Primary

Table No. XX

Allocations to Programmes of Social Education (1969-74)

STATE	<u>Total Outlay on Social Education</u>			
	As proposed by the State Govt.	% to Total	As recommended by the Working Group	% to Total
1. Andhra Pradesh	37.70	0.8	35.00	0.8
2. Assam <u>Plains</u>	13.05	0.6	13.05	0.8
Hill Areas	30.00	2.8	30.00	4.3
3. Bihar	90.00	2.6	15.00	0.3
4. Gujarat	15.00	0.5	15.00	0.5
5. Haryana	24.60	1.4	24.60	1.3
6. Jammu & Kashmir			5.00	0.6
7. Kerala	20.00	0.9	20.00	0.7
8. Madhya Pradesh	60.00	1.8	60.00	1.5
9. Madras	37.00	0.7	87.00	1.5
10. Maharashtra	79.00	1.4	79.00	1.1
11. Mysore	50.00	2.5	50.00	2.4
12. Nagaland	3.87	0.6	3.87	0.7
13. Orissa	10.00	0.4	10.00	0.4
14. Punjab	8.20	0.4	8.20	0.3
15. Rajasthan	10.43	0.7	10.43	0.4
16. Uttar Pradesh	107.55	1.2	107.55	1.2
17. West Bengal	146.00	2.0	146.00	2.0
TOTAL	742.40	1.2	719.70	1.1

Table No. XXI

Allocation to other Educational Programmes (1963-74)

State	Total outlay on other Education Programmes			
	As proposed by State Govt. (Rs. in lakhs)	% to Total	As recommended by the Working Group (Rs. in lakhs)	% to Total
1. Andhra Pradesh	583.87	12.0	565.05	12.6
2. Assam Plains	202.92	8.8	205.57	12.4
Hill Areas	24.00	2.2	24.00	3.4
3. Bihar	324.55	9.3	337.55	6.6
4. Gujarat	678.00	21.3	718.00	24.5
5. Haryana	61.30	3.5	102.30	5.5
6. Jammu & Kashmir	162.23	18.7	151.32	17.00
7. Kerala	151.00	6.4	151.00	5.6
8. Madhya Pradesh	87.90	3.4	111.90	2.9
9. Madras	66.00	1.2	66.00	1.2
10. Maharashtra	752.50	13.1	842.50	11.9
11. Mysore	160.00	8.0	160.00	7.8
12. Nagaland	325.54	49.5	243.04	43.6
13. Orissa	86.05	3.5	183.00	7.4
14. Punjab	142.67	7.1	142.67	5.5
15. Rajasthan	69.43	4.4	74.43	3.0
16. Uttar Pradesh	423.52	4.6	403.52	4.0
17. West Bengal	494.00	6.8	640.00	8.9
TOTAL	4795.48	8.0	5121.85	8.0



Table No. XXII

Allocation proposed for Reorganisation and Strengthening  
of State Departments of Education (1969-74)

(Rs. in lakhs)		
State	Allocations proposed by the State Government	Allocations recommended by the Working Group
1	2	3
1. Andhra Pradesh	25.00	25.00
2. Assam <u>Plains</u>	14.68	14.68
Hill Areas	12.50	12.50
3. Bihar	117.05	117.05
4. Gujarat	50.00	50.00
5. Haryana	20.50	20.50
6. Jammu & Kashmir	13.47	13.47
7. Kerala	-	-
8. Madhya Pradesh	21.85	24.85
9. Madras	30.00	30.00
10. Maharashtra	79.97	79.97
11. Mysore	110.00	110.00
12. Nagaland	5.16	5.16
13. Orissa	30.00	30.00
14. Punjab	52.67	52.67
15. Rajasthan	18.07	18.07
16. Uttar Pradesh	286.22	286.22
17. West Bengal	10.00	100.00
TOTAL	897.14	990.14

Table No. XXIII  
Allocation to Cultural Programmes (1969-74)

State	Total outlay on Cultural Programmes			
	As proposed by State Govt. (Rs. in lakhs)	% to Total	As recommended by the Working Group (Rs. in lakhs)	% to Total
1. Andhra Pradesh	85.00	1.9	85.00	1.9
2. Assam Plains	25.60	1.1	25.60	1.6
Hill Areas.	13.00	1.2	13.00	1.9
3. Bihar	28.00	0.8	29.00	0.6
4. Gujarat	70.00	2.2	70.00	2.2
5. Haryana	3.00	0.2	3.00	0.2
6. Jammu & Kashmir	42.00	4.3	42.00	4.7
7. Kerala	85.00	3.6	85.00	3.2
8. Madhya Pradesh	46.00	1.4	46.00	1.2
9. Madras	60.49	1.1	60.49	1.1.
10. Maharashtra	30.00	0.5	30.00	0.4
11. Mysore	75.00	3.7	75.00	3.7
12. Nagaland	18.00	2.7	18.00	3.2
13. Orissa	55.00	2.3	55.00	2.3
14. Punjab	17.00	0.8	19.00	0.7
15. Rajasthan	29.00	1.8	29.00	1.2
16. Uttar Pradesh	112.00	1.2	112.00	1.2
17. West Bengal	87.00	1.2	87.00	1.2
TOTAL	881.09	1.5	884.09	1.4

Table No. XXIV

Capital Works (1969-74)

(Rs. in lakhs)

State	Total amount proposed for buildings	
	Proposed by the State Government	As recommended by the Working Group
1.	2	3
1. Andhra Pradesh	568.23	465.43
2. Assam Plains	174.80	173.80
Hill Areas	143.75	143.75
3. Bihar	548.00	678.00
4. Gujarat	192.85	192.85
5. Haryana	249.46	259.46
6. Jammu & Kashmir	177.63	184.62
7. Kerala	762.55	762.55
8. Madhya Pradesh	1832.40	1832.40
9. Madras	1386.00	1474.20
10. Maharashtra	541.15	421.65
11. Mysore	444.00	444.00
12. Nagaland	350.50	265.00
13. Orissa	521.47	511.47
14. Punjab	202.60	202.60
15. Rajasthan	146.95	146.95
16. Uttar Pradesh	686.44	686.44
17. West Bengal	282.35	483.10
TOTAL	9211.12	9328.27